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ABSTRACT

Comprehensive guidance programs are gaining increased attention. Aspects of these guidance programs were outlined in 1994 in a well-received book, which now has been updated. This new edition offers both the innovative concept (comprehensive school guidance program model) and the practical application of the concept as it has been applied in 14 different school and state settings. The practical reports were written by professionals who have extensive experience with the program. Although the chapters are specific to the school, district or state plan of each contributor, all of the programs are grounded in the concepts refined by the book's editors. The first chapter provides an overview of the comprehensive guidance model, a model which had its genesis in the early 1970s. The states represented by these program models include Missouri, Utah, Texas, South Carolina, Nebraska, Arizona, Maryland, and New Hampshire. This new edition also includes some refined theoretical points, including new material on leadership and supervision of school counselors in comprehensive guidance programs and the evaluation of comprehensive guidance programs. The last chapter offers key points, such as the importance of a team approach, for those who wish to develop and implement a comprehensive guidance program. (RJM)

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COMPREHENSIVE GUIDANCE PROGRAMS THAT WORK - II

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PATRICIA HENDERSON

AND

SCHOOL GUIDANCE SPECIALISTS

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COMPREHENSIVE GUIDANCE PROGRAMS THAT WORK-II

Totally New!

NORMAN GYSBERS
PATRICIA HENDERSON

AND
SCHOOL GUIDANCE SPECIALISTS

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PREFACE

A publication is truly exceptional if it both presents innovative concepts and guides practical application of those concepts—*Comprehensive Guidance Programs That Work-II* is just such a publication. Many books brimming with excellent concepts become irrelevant because their applicability to current practices is unclear; some books, though the concepts may be easily adopted, are not compelling enough to warrant undertaking significant change.

This book is indeed exceptional—it offers both the innovative concept (comprehensive school guidance program model) and the practical application of the concept (description of the program functioning in 14 different school and state settings). Counselors who have successfully implemented and managed a comprehensive school guidance program provide specific information about what worked for a particular school setting (and what didn't work), how to make use of technology, how to respond to multicultural issues, and how to overcome pitfalls when implementing a new program. Reading this book is like having a group of highly successful coaches on hand, with each coach's personal experience and encouragement available to assist in the development of an effective program.

Although the chapters are specific to the school or district or state plan of each author, underlying all of the program accounts the book is based on solid concepts refined by Norm Gysbers and Pat Henderson through years of experience. In response to suggestions made by those who used the first edition (it was so well received that it went through multiple printings), the comprehensive guidance model has been updated and expanded. This edition includes a new chapter, "Leadership and Supervision of School Counselors in Comprehensive Guidance Programs" which focuses on the critical factors of managing a program; it also includes the new chapter, "Evaluating Comprehensive School/Guidance Programs," which focuses on evaluation as used to determine whether, and to what extent, a program is achieving desired student outcomes.

What was an extremely useful book for many persons (and still is in wide use!) has been updated and augmented to provide an even more pertinent publication. In particular, it is an excellent complement and supplement to the definitive publication *Developing and Managing Your School Guidance Program*, written by Drs. Gysbers and Henderson (published by ACA).

In short, *Comprehensive Guidance Programs That Work - II* is a practical resource for those who are knowledgeable about the model, as well as those just beginning to consider a transition to a Comprehensive Guidance and Counseling Program. This book offers a truly rewarding reading and learning experience!

Garry R. Walz
Director, ERIC/CASS
Professor Emeritus, University of Michigan

CHAPTER 1

A Model Comprehensive Guidance Program

NORMAN C. GYSBERS

The Comprehensive Guidance Program Model described in this chapter had its genesis in the early 1970s. In 1972 the staff of a federally funded project at the University of Missouri-Columbia conducted a national conference on guidance and developed a manual to be used by state guidance leaders as a guide to developing their own manuals for state and local school district use. The manual was published in early 1974 and provided the original description of the Comprehensive Guidance Program Model.

From the 1940s to the 1970s, the position orientation to guidance dominated professional training and practice in our schools. The focus was on a position (counselor) and a process (counseling), not on a program (guidance). Administratively, guidance, with its position orientation, was included in pupil personnel services along with such other services as attendance, social work, psychological, psychiatric, speech and hearing, nursing, and medical (Eckerson & Smith, 1966).

The position orientation had its beginnings when guidance was first introduced in the schools as vocational guidance. As early as 1910, vocational counselors had been appointed in the elementary and secondary schools of Boston, and by 1915 a central office Department of Vocational Guidance had been established with a director, Susan J. Ginn. The vocational counselors in Boston were teachers who took on the work with no financial return and often no relief from other duties (Ginn, 1924). What were the duties of vocational counselors?

> The Duties of a Vocational Counselor:
> 1. To be the representative of the Department of Vocational Guidance in the district;
> 2. To attend all meetings of counselors called by the director of Vocational Guidance;
> 3. To be responsible for all material sent out to the school by the Vocational Guidance Department;
> 4. To gather and keep on file occupational information;
> 5. To arrange with the local branch librarians about

> shelves of books bearing upon educational and vocational guidance;
> 6. To arrange for some lessons in occupations in connection with classes in Oral English and Vocational Civics, or wherever principal and counselor deem it wise;
> 7. To recommend that teachers show the relationship of their work to occupational problems;
> 8. To interview pupils in grades 6 and above who are failing, attempt to find the reason, and suggest remedy.
> 9. To make use of the cumulative record card when advising children;
> 10. To consult records of intelligence tests when advising children;
> 11. To make a careful study with grade 7 and grade 8 of the bulletin "A Guide to the Choice of Secondary School";
> 12. To urge children to remain in school;
> 13. To recommend conferences with parents of children who are failing or leaving school;
> 14. To interview and check cards of all children leaving school, making clear to them the requirements for obtaining working certificates;
> 15. To be responsible for the filling in of Blank 249 and communicate with recommendations to the Department of Vocational Guidance when children are in need of employment. (Ginn, 1924, pp. 5-7)

As more and more positions titled vocational counselor were filled in schools across the country, concern was expressed about the lack of centralization, the lack of a unified program. In a review of the Boston system, Brewer (1922) stated that the work was "commendable and promising" (p. 36). At the same time, however, he expressed concern about the lack of effective centralization:

> In most schools two or more teachers are allowed part-time for counseling individuals, but there seems to be no committee of cooperation between the several schools, and no attempt to supervise the work. It is well done or indifferently done, apparently according to the interest and enthusiasm of the individual principal or counselor. (p. 35)

Myers (1923) made the same point when he stated that "a centralized, unified program of vocational guidance for the entire school of a city is essential to the most effective work" (p. 139).

The lack of a centralized and unified program of guidance in the schools to define and focus the work of vocational counselors presented a serious problem. If there was no agreed-upon, centralized structure to organize and direct the work of building-level vocational counselors, then "other duties as assigned" could become a problem. As early as 1923 this problem was recognized by Myers (1923).

> Another tendency dangerous to the cause of vocational guidance is the tendency to load the vocational counselor with so many duties foreign to the office that little real counseling can be done. The principal, and often the counselor himself, has a very indefinite idea of the proper duties of this new office. The counselor's time is more free from definite assignments with groups or classes of pupils than is that of the ordinary teacher. If well chosen he has administrative ability. It is perfectly natural, therefore, for the principal to assign one administrative duty after another to the counselor until he becomes practically assistant principal, with little time for the real work of a counselor. (p. 141)

During the 1920s and 1930s, as formal education was being shaped and reshaped as to its role in society, a broader mission for education emerged. Added to the educational mission was a vocational mission, as well as a personal-social and mental health mission. How did education respond to these additional tasks and challenges? One response was to add pupil personnel work to the education system. What was pupil personnel work? According to Myers (1935), "pupil personnel work is a sort of handmaiden of organized education. It is concerned primarily with bringing the pupils of the community into the educational environment of the schools in such condition and under such circumstances as will enable them to obtain the maximum of the desired development" (p. 804).

In his article, Myers (1935) contrasted pupil personnel work and personnel work in industry. He then listed eight activities he would include in pupil personnel work and the personnel who would be involved, including attendance officers, visiting teachers, school nurses, school physicians, as well as vocational counselors. In his discussion of all the activities involved in pupil personnel work and the personnel involved, he stated that "Probably no activity in the entire list suffers so much from lack of a coordinated program as does guidance, and especially the counseling part of it" (p. 807).

In the late 1920s, in response to the lack of an organized approach to guidance, the services model of guidance was initiated to guide the work of individuals designated as counselors. Various services were identified as necessary to provide to students, including the individual inventory service, information service, counseling service, placement service, and follow-up service (Smith, 1951). By this time too, the traditional way of describing guidance as having three aspects—vocational, educational, and personal-social—was well established. Vocational guidance, instead of being guidance, had become only one part of guidance. By the 1940s and 1950s, guidance was firmly established as a part of pupil personnel services with its emphasis on the position of counselor.

Beginning in the 1960s, but particularly in the 1970s, the concept of guidance for development emerged. During this period, the call came to re-orient guidance from what had become an ancillary set of services delivered by a person in a position (the counselor) to a comprehensive, developmental program. The call for reorientation came from diverse sources, including a renewed interest in vocational-career guidance (and its theoretical base, career development), a renewed interest in developmental guidance, concern about the efficacy of the prevailing approach to guidance in the school, and concern about accountability and evaluation.

The work of putting comprehensive guidance programs into place in the schools continued in the 1980s. Increasingly, sophisticated models began to be translated into practical, workable programs to be implemented in the schools. As we near the close of the 1990s, comprehensive guidance programs are rapidly encompassing the position orientation to guidance. Comprehensive guidance programs are becoming the major way of organizing and managing guidance in the schools across the country.

This chapter begins with a brief review of traditional organizational patterns for guidance. Next, the development of a Comprehensive Guidance Program Model that had its genesis in the early 1970s is presented. The content of the model is described, followed by a presentation of the structure of the program, the processes used in the program, and the time allocations of staff required to carry out the program. Finally, there is discussion of the program resources required for the model if it is to function effectively.

TRADITIONAL ORGANIZATIONAL PATTERNS

By the 1960s, the evolution of guidance in the schools had reached a peak. The guidance provisions of the National Defense Education Act of 1958 (Public Law 85-864) caused the number of secondary counselors in schools to increase substantially. Later, due to an expansion of the guidance provisions of the act, elementary guidance was supported and as a result, the number of elementary counselors in schools increased rapidly.

Counselors put their expertise to work in schools where three traditional organizational patterns for guidance were prevalent, often under the administrative structure called pupil personnel services or student services: the services model, the process model, or the duties model. In many schools, combinations of these three approaches were used.

Services

The services model had its origins in the 1920s and consists of organizing the activities of counselors around major services including assessment, information, counseling, placement and follow-up. Although the activities that are usually listed under each of these services are important and useful, it is a limited model for three reasons. First, it is primarily oriented to secondary schools. Second, it does not lend itself easily to the identification of student outcomes. And third, it does not specify how the time of counselors should be allocated.

Processes

The process model had its origins in the 1940s. It emphasizes the clinical and therapeutic aspects of counseling, particularly the processes of counseling, consulting, and coordinating. This model is appealing because it is equally applicable to elementary and secondary counselors. However, the process model has some of the same limitations as the services model: It does not lend itself easily to the identification of student outcomes and it does not specify allocations of counselor time.

Duties

Often, instead of describing some organizational pattern such as the services model or the process model, counselor duties are simply listed (duties model). Sometimes these lists contain as many as 20-30 duties and the last duty is often "and perform other duties as assigned from time to time." Although equally applicable to elementary school and secondary school counselors, student outcomes are difficult to identify and counselor time is almost impossible to allocate effectively.

POSITION ORIENTED RATHER THAN PROGRAM FOCUSED

One result of these traditional organizational patterns has been to emphasize the position of the counselor, not the program of guidance. Over the years, as guidance evolved in the schools, it became position oriented rather than program focused. As a result, guidance was an ancillary support service in the eyes of many people. This pattern placed counselors mainly in a remedial-reactive role—a role that is not seen as mainstream in education. What was worse, this pattern reinforced the practice of counselors performing many administrative-clerical duties because these duties could be defended as being "of service to somebody."

Because of the lack of an adequate organizational framework, guidance had become an undefined program. Guidance had become the add-on profession, while counselors were seen as the "you-might-as-well" group ("While you are doing this task, you might as well do this one too"). Because of the absence of a clear organizational framework for guidance, it was easy to assign counselors new duties. Counselors had flexible schedules. And, since time was not a consideration, why worry about removing current duties when new ones were added?

ORIGIN OF THE COMPREHENSIVE GUIDANCE PROGRAM MODEL

In October of 1969, the University of Missouri-Columbia conducted a national conference on career guidance, counseling and placement that led to regional conferences held across the country during the spring of 1970. Then in 1971, the University of Missouri-Columbia was awarded a U.S. Office of Education grant under the direction of Norman C. Gysbers to assist each state, the District of Columbia, and Puerto Rico in developing models or guides for implementing career guidance, counseling and placement programs in their local schools. Project staff in Missouri conducted a national conference in St. Louis in January of 1972 and developed a manual (Gysbers & Moore, 1974) to be used by the states as they developed their own guides.

The manual that was published in February of 1974 provided the first description of an organizational framework for the Comprehensive Guidance Program Model that was to be refined in later work (Gysbers, 1978; Gysbers & Henderson, 1994; Gysbers & Moore, 1981; Hargens & Gysbers, 1984). The original organizational framework for the Comprehensive Guidance Program Model contained three interrelated categories of functions: curriculum-based functions, individual facilitation functions, and on-call functions. The curriculum-based category brought together those guidance activities which took place primarily in the context of regularly scheduled courses of study in an educational setting. These activities were a part of regular school subjects or were organized around special topics in the form of units, mini courses, or modules. They were based on need statements and translated into goals and objectives and activities necessary for the development of all students. Typical topics focused on self-understanding, interpersonal relationships, decision making, and information about the education, work, and leisure worlds. School counselors were involved directly with students through class instruction, group processes, or individual discussions. In other instances, school counselors worked directly and cooperatively with teachers, providing resources and consultation.

Individual facilitation functions included those systematic activities of the comprehensive guidance program designed to assist students in monitoring and understanding their development in regard to their personal, educational, and occupational goals, values, abilities, aptitudes, and interests. School counselors served in the capacity of "advisers," "learner managers," or "development specialists." Personalized contact and involvement were stressed instead of superficial contact with each student once a year to fill out a schedule. The functions in this category provided for the accountability needed in an educational setting to ensure that students' uniqueness remained intact and that educational resources were used to facilitate their life career development.

On-call functions focused on direct, immediate responses to students' needs such as information seeking, crisis counseling, and teacher/parent/specialist consultation. In addition, on-call functions were supportive of the curriculum-based and individual facilitation functions. Adjunct guidance staff (peers, paraprofessionals, and volunteers/support staff) aided school counselors in carrying out on-call functions. Peers were involved in tutorial programs, orientation activities, ombudsman centers, and (with special training) cross-age counseling and leadership in informal dialogue centers. Paraprofessionals and volunteers provided meaningful services in placement and follow-up activities, community liaison, career information centers, and club leadership activities.

The 1974 version of the model focused on the importance of counselor time usage by featuring "time distribution wheels" to show how counselors' time could be distributed to carry out a developmental guidance program. A chart was provided to show how counselors' time could be distributed across a typical school week using the three categories as organizers.

REFINEMENTS TO THE COMPREHENSIVE GUIDANCE PROGRAM MODEL

In 1978, Gysbers described refinements that had been made to the model since 1974. By 1978, the focus was on a total comprehensive, developmental guidance program. It included the following elements: definition, rationale, assumptions, content model, and process model. The content model described the knowledge and skills that students would acquire with the help of activities in the guidance program. The process model grouped the guidance activities and processes used in the program into four interrelated categories: curriculum-based processes, individual-development processes, on-call responsive processes, and systems support processes.

It is interesting to note the changes that had been made between 1974 and 1978 in the model. The concepts of definition, rationale, and assumptions had been added. The model itself was now organized into two parts. The first part listed the content to be learned by students, while the second part organized into four categories the guidance activities and processes needed in a program. The category of individual facilitation was changed to individual development, the word responsive was added to on-call, and a new category—systems support—was added. Also in 1978, Gysbers described seven steps required to "remodel a guidance program while living in it":

1. Decide you want to change.
2. Form work groups.
3. Assess current programs.
4. Select program model.
5. Compare current program with program model.
6. Establish transition timetable.
7. Evaluate.

Between 1978 and 1981, further refinements were made in the model. These refinements appeared in *Improving Guidance Programs* by Gysbers and Moore (1981). By then, the basic structure of the model was established. The terms "content model" and "process model" had been dropped. Also, the steps for remodeling a guidance program, first delineated in 1978, formed the basis for the organization of the chapters in *Improving Guidance Programs* and were described in detail.

Between 1981 and 1988, the model was being used by state departments of education and local school districts with increasing frequency. During these years, two school districts in particular became involved: St. Joseph School District, St. Joseph, Missouri and Northside Independent School District, San Antonio, Texas. Hargens and Gysbers (1984), writing in *The School Counselor*, presented a case study of how the model was implemented in the St. Joseph School District. The work in the Northside Independent School District became the basis for much of the most recent description of the model (Gysbers & Henderson, 1994). As the 1980s progressed, a number of states and a number of additional school districts across the country began to adapt the model to fit their needs.

In 1988, the first edition of Gysbers and Henderson's book *Developing and Managing Your School Guidance Program* was published by the American Association for Counseling and Development, AACD (now the American Counseling Association, ACA). Using the framework of the model presented in 1981, Gysbers and Henderson expanded and extended the model substantially. Building upon the experiences of a number of local school districts and states and with particular emphasis on the experiences of the Northside Independent School District, the planning, design, implementation, and evaluation phases of the model were elaborated upon in much more detail. Sample forms, procedures, and methods, particularly those from Northside, were used extensively to illustrate the model and its implementation. The second edition of the book *Developing and Managing Your School Guidance Program* by Gysbers and Henderson was published in 1994.

DESCRIPTION OF THE COMPREHENSIVE GUIDANCE PROGRAM MODEL

Conceptual Foundation

The perspective of human development that serves as the foundation for the model and as a basis for identifying the guidance knowledge, skills, and attitudes (competencies) that students need to master is called *life career development*. Life career development is defined as self-development over a person's life span through the integration of the roles, settings, and events in a person's life. The word *life* in the definition indicates that the focus of this conception of human development is on the total person—the human career. The word *career* identifies and relates the many and often varied roles that individuals assume (student, worker, consumer, citizen, parent); the settings in which individuals find themselves (home, school, community); and the events that occur over their lifetimes (entry job, marriage, divorce, retirement). The word *development* is used to indicate that individuals are always in the process of becoming. When used in sequence, the words *life career development* bring these separate meanings together, but at the same time a greater meaning evolves. Life career development describes total individuals—unique individuals, with their own lifestyles (Gysbers & Moore, 1974, 1975, 1981).

The meaning of the word *career* in the phrase life career development differs substantially from the usual definition of the term. Career focuses on all aspects of life as interrelated parts of the whole person. The term *career*, when viewed from this broad perspective, is not a synonym for occupation. People have careers; the marketplace has occupations. Unfortunately, too many people use the word *career* when they should use the word *occupation*. All people have careers—their lives are their careers. Finally, the words *life career development* do not delineate and describe only one part of human growth and development. Although it is useful to focus at times on different developmental areas (e.g., physical, emotional, and intellectual), it is also necessary to integrate these areas. Life career development is an organizing and integrating concept for understanding and facilitating human development.

Wolfe and Kolb (1980) summed up the *life* view of career development as follows:

> Career development involves one's whole life, not just occupation. As such, it concerns the whole person, needs and wants, capacities and potentials, excitements and anxieties, insights and blind spots, warts and all. More than that, it

> concerns his/her life. The environmental pressures and constraints, the bonds that tie him/her to significant others, responsibilities to children and aging parents, the total structure of one's circumstances are also factors that must be understood and reckoned with, in these terms, career development and personal development converge. Self and circumstances—evolving, changing, unfolding in mutual interaction—constitute the focus and the drama of career development. (pp. 1-2)

COMPREHENSIVE GUIDANCE PROGRAM MODEL ELEMENTS

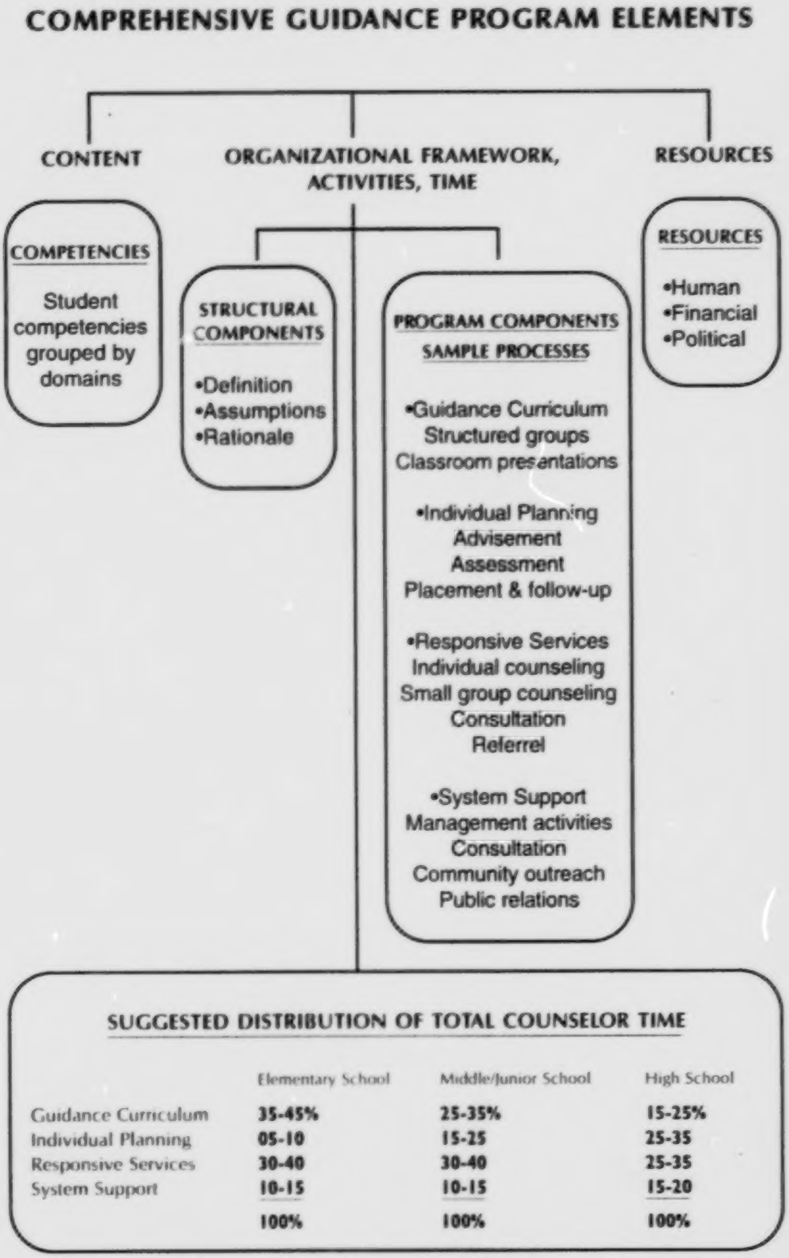
The model program (see Figure 1.1) consists of three elements: content, organizational framework, and resources.

CONTENT

There are many examples today of content (student knowledge and skills) for guidance. The content is generally organized around areas or domains such as career, educational, and personal-social. Most often, the content is stated in a student competency format. For purposes of this chapter, the three domains of human development that are featured in the life career development concept are presented here: self-knowledge and interpersonal skills; life roles, settings and events; and life career planning (Gysbers & Henderson, 1994; Gysbers & Moore, 1974, 1981). Student competencies are generated from these domains to provide example program content for the model.

Self-knowledge and Interpersonal Skills

In the self-knowledge and interpersonal skills domain of life career development, the focus is on helping students understand themselves and others. The main concepts of this domain focus on students' awareness and acceptance of themselves, their awareness and acceptance of others, and their development of interpersonal skills. Within this domain, students begin to develop an awareness of their personal characteristics—interests, aspirations, and abilities. Students learn techniques for self-appraisal and the analysis of their personal characteristics in terms of a real-ideal self-continuum. They begin to formulate plans for self-improvement in such areas as physical and mental health. Individuals become knowledgeable about the interactive relationship of self and environment in such a way that they develop personal standards and a sense of purpose in life. Students learn how to create and maintain relationships and develop skills that allow for beneficial interaction within those relationships. They can use self-knowledge in life career planning. They have positive interpersonal relations and are self-directed in that they accept responsibility for their own behavior.


COMPREHENSIVE GUIDANCE PROGRAM ELEMENTS
CONTENT
ORGANIZATIONAL FRAMEWORK, ACTIVITIES, TIME
RESOURCES
COMPETENCIES
Student competencies grouped by domains
STRUCTURAL COMPONENTS
•Definition
•Assumptions
•Rationale
PROGRAM COMPONENTS
SAMPLE PROCESSES
•Guidance Curriculum
Structured groups
Classroom presentations
•Individual Planning
Advisement
Assessment
Placement & follow-up
•Responsive Services
Individual counseling
Small group counseling
Consultation
Referrel
•System Support
Management activities
Consultation
Community outreach
Public relations
RESOURCES
•Human
•Financial
•Political
SUGGESTED DISTRIBUTION OF TOTAL COUNSELOR TIME

	Elementary School	Middle/Junior School	High School
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Planning	05-10	15-25	25-35
Responsive Services	30-40	30-40	25-35
System Support	10-15	10-15	15-20
	100%	100%	100%

Figure 1.1. The model program consists of three elements: content, organizational framework, and resources.

Life Roles, Settings, and Events

The emphasis in this domain of life career development is on the interrelatedness of various life roles (learner, citizen, consumer), settings (home, school, work, and community), and events (job entry, marriage, retirement) in which students participate over the life span. Emphasis is given to the knowledge and understanding of the sociological, psychological, and economic dimensions and structure of their worlds. As students explore the different aspects of their roles, they learn how stereotypes affect their own lives and others' lives. The implication of futuristic concerns is examined and related to their current lives. Students learn the potential impact of change in modern society and the necessity of being able to project themselves into the future. In this way, they begin to predict the future, foresee alternatives they may choose, and plan to meet the requirements of the life career alternatives they may choose. As a result of learning about the multiple options and dimensions of their worlds, students understand the reciprocal influences of life roles, settings, and events, and they can consider various lifestyle patterns.

Life Career Planning

The life career planning domain in life career development is designed to help students understand that decision making and planning are important tasks in everyday life and to recognize the need for life career planning. Students learn about the many occupations and industries in the work world and of their groupings according to occupational requirements and characteristics, as well as learning about their own personal skills, interests, values, and aspirations. Emphasis is placed on students' learning of various rights and responsibilities associated with their involvement in a life career.

The central focus of this domain is on the mastery of decision-making skills as a part of life career planning. Students develop skills in this area by learning the elements of the decision-making process. They develop skills in gathering information from relevant sources, both external and internal, and learn to use the collected information in making informed and reasoned decisions. A major aspect of this process involves the appraisal of personal values as they may relate to prospective plans and decisions. Students engage in planning activities and begin to understand that they can influence their future by applying such skill. They accept responsibility for making their own choices, for managing their own resources, and for directing the future course of their own lives.

ORGANIZATIONAL FRAMEWORK

The model program (see Figure 1.1) contains seven components organized around two major categories: structural components and program components (Gysbers & Henderson, 1994; Gysbers & Moore, 1981).

The three structural components describe the student focus of the program and how the program connects to other educational programs (definition), offer reasons why the program is important and needed (rational), and provide the premises upon which the program rests (assumptions). The four program components delineate the major activities and the roles and responsibilities of personnel involved in carrying out the guidance program. These four program components are as follows: guidance curriculum, individual planning, responsive services, and system support.

Structural Components

Definition

The program definition includes the mission statement of the guidance program and its centrality within the school district's total educational program. It delineates the competencies that individuals will possess as a result of their involvement in the program, summarizes the components, and identifies the program's clientele.

Rational

The rationale discusses the importance of guidance as an equal partner in the educational system and provides reasons why students need to acquire the competencies that will accrue as a result of their involvement in a comprehensive guidance program. Included are conclusions drawn from student and community needs assessments and statements of the goals of the local school district.

Assumptions

Assumptions are the principles that shape and guide the program. They include statements regarding the contributions that school counselors and guidance programs make to students' development, the premises that undergird the comprehensiveness and the balanced nature of the program, and the relationships between the guidance program and the other educational programs.

Program Components

An examination of the needs of students, the variety of guidance methods, techniques, and resources available, and the increased expectations of policy-makers and consumers indicates that a new structure for guidance programs in the schools is needed. The position orientation organized around the traditional services (information, assessment, counseling, placement, and follow-up) and three aspects (educational, personal-social, and vocational) of guidance is no longer adequate to carry the needed guidance activities in today's schools.

When cast as a position and organized around services, guidance is often seen as ancillary and only supportive to instruction, rather than equal and complementary. The "three aspects" view of guidance frequently has resulted in fragmented and event-oriented activities and, in some instances, the creation of separate kinds of counselors. For example, educational guidance is stressed by academic-college counselors, personal-social guidance becomes the territory of mental health counselors, and vocational guidance is the focus of vocational counselors.

If the traditional structures for guidance in the schools are no longer adequate, what structure is needed? One way to answer this question is to ask and answer the following questions: Are all students in need of specific knowledge, skills, and attitudes that are the instructional province of guidance programs? Do all students need assistance with their personal, educational, and occupational plans? Do some students require special assistance in dealing with developmental problems and immediate crises? Do educational programs in the school and the staff involved require support that can best be supplied by school counselors?

An affirmative answer to these four questions implies a structure that is different from the traditional position model. A review of the variety of guidance methods, techniques, and resources available today and an understanding of the expectations of national and state policy-makers and consumers of guidance also suggests the need for a different model. The structure suggested by an affirmative answer to the four questions and by a review of the literature is a program model of guidance techniques, methods, and resources organized around four interactive program components: guidance curriculum, individual planning, responsive services, and system support (Gysbers & Henderson, 1994; Gysbers & Moore, 1981).

The curriculum component was chosen because a curriculum provides a vehicle to impart guidance content to all students in a systematic way. Individual planning was included as a part of the model because of the increasing need for all students to systematically plan, monitor, and manage their development and to consider and take action on their next steps personally, educationally, and occupationally. The responsive services component was included because of the need to respond to the direct, immediate concerns of students, whether these concerns involve crisis counseling, referral, or consultation with parents, teachers, or other specialists. Finally, the system support component was included because, if the other guidance processes are to be effective, a variety of support activities such as staff development, research, and curriculum development are required. Also, system support encompasses the need for the guidance program to provide appropriate support to other programs in a school including assuming "fair share" responsibilities in operating the school.

These components, then, serve as organizers for the many guidance methods, techniques, and resources required in a comprehensive guidance program. In addition, they also serve as a check on the comprehensiveness of the program. A program is not comprehensive unless counselors are providing activities to students, parents, and staff in all four program components.

Guidance Curriculum

This model of guidance is based on the assumption that guidance programs include content that all students should learn in a systematic, sequential way. In order for this to happen, counselors must be involved in teaching, team teaching, or serving as a resource to those who teach a guidance curriculum. This is not a new idea; the notion of a guidance curriculum has deep, historical roots. What is new, however, is the array of guidance and counseling techniques, methods, and resources currently available that work best as a part of a curriculum. Also new is the concept that a comprehensive guidance program has an organized and sequential curriculum. The guidance curriculum typically consists of student competencies (organized by domains) and structured activities presented systematically through such strategies as the following:

- *Classroom Activities*

Counselors teach, team teach, or support the teaching of guidance curriculum learning activities or units in classrooms. Teachers also may teach such units. The guidance curriculum is not limited to being a part of only one or two subjects but should be included in as many subjects as possible throughout the total school curriculum. These activities may be conducted in the classroom, guidance center, or other school facilities.

- *Group Activities*

Counselors organize and conduct large-group sessions such as career days and educational/college/vocational days. Other members of the guidance team, including teachers and administrators, may be involved in organizing and conducting such sessions.

Although counselors' responsibilities include organizing and implementing the guidance curriculum, the cooperation and support of the entire faculty are necessary for its successful implementation.

Individual Planning

Concern for individual student development in a complex society has been a cornerstone of the guidance movement since the days of Frank Parsons. In recent years, the concern for individual student development has intensified as society has become more complex. This concern is manifested in many ways but perhaps is expressed most succinctly in a frequently stated guidance goal: "Helping all students become the persons they are capable of becoming."

To accomplish the purposes of this component of the model, activities and procedures are provided to assist students in understanding and to periodically monitor their development. Students come to terms with their goals, values, abilities, aptitudes, and interests (competencies) so they can continue to progress educationally and occupationally. Counselors become "person-development-and-placement specialists." Individual planning consists of activities that help students to plan, monitor, and manage their own learning and their personal and career development. The focus is on assisting students, in close collaboration with parents, to develop, analyze, and evaluate their educational, occupational, and personal goals and plans. Individual planning is implemented through such strategies as the following:

- *Individual Appraisal*

Counselors assist students to assess and interpret their abilities, interests, skills, and achievement. The use of test information and other data about students is an important part of helping them develop immediate and long-range goals and plans.

- *Individual Advisement*

Counselors assist students to use self-appraisal information along with personal-social, educational, career, and labor market information to help them plan and realize their personal, educational, and occupational goals.

- *Placement*

Counselors and other educational personnel assist students to make the transition from school to work or to additional education and training.

Responsive Services

Problems relating to academic learning, personal identity issues, and drugs, as well as peer and family relationships are increasingly a part of the educational scene. Crisis counseling, diagnostic and remediation activities, and consultation and referral must continue to be included as an ongoing part of a comprehensive guidance program. In addition, a continuing need exists for the guidance program to respond to the immediate information-seeking needs of students, parents, and teachers. The responsive services component organizes guidance techniques and methods to respond to these concerns and needs as they occur; it is supportive of the guidance curriculum and individual planning components as well. Responsive services consist of activities to meet the immediate needs and concerns of students, teachers, and parents, whether these needs or concerns require counseling, consultation, referral, or information. Although counselors have special training and possess skills to respond to immediate needs and concerns, the cooperation and support of the entire faculty are necessary for this component's successful implementation. Responsive services are implemented through such strategies as the following:

- *Consultation*

Counselors consult with parents, teachers, administrators, other educators, and community agencies regarding strategies to help students deal with and resolve personal, educational, and career concerns.

- *Personal Counseling*

Counseling is provided on a small-group and individual basis for students who have problems or difficulties dealing with relationships, personal concerns, or normal developmental tasks. The focus is on assisting students to identify problems and causes, alternatives, possible consequences, and to take action when appropriate.

- *Crisis Counseling*

Counseling and support are provided to students or their families facing emergency situations. Such counseling is normally short term and temporary in nature. When necessary, appropriate referral sources are used.

- *Referral*

Counselors use other professional resources of the school and community to refer students when appropriate. These referral sources may include mental health agencies, employment and training programs, vocational rehabilitation, juvenile services, social services, special school programs (special or compensatory education).

The responsive services component also provides for small-group counseling. Small groups of students with similar concerns can be helped by intensive small-group counseling. All students may not need such assistance, but it is available in a comprehensive program.

Adjunct guidance staff—peers, paraprofessionals, volunteers—can aid counselors in carrying out their responsive activities. Peers can be involved in tutorial programs, orientation activities, ombudsman functions and, with special training, cross-age counseling and leadership in informal dialog. Paraprofessionals and volunteers can provide assistance in such areas as placement, follow-up, and community-school-home liaison activities.

System Support

The administration and management of a comprehensive guidance program require an ongoing support system. That is why system support is a major program component. Unfortunately, it is often overlooked or only minimally appreciated. And yet, the system-support component is as important as the other three components. Without continuing support, the other three components of the guidance program are ineffective. This component is implemented and carried out through such activities as the following:

- *Research and Development*

Guidance program evaluation, follow-up studies, and the continued development and updating of guidance learning activities are some examples of the research and development work of counselors.

- *Staff/Community Public Relations*

The orientation of staff and the community to the comprehensive guidance program through the use of newsletters, local media, and school and community presentations are examples of public relations work.

- *Professional Development*

Counselors must regularly update their professional knowledge and skills. This may include participation in school inservice training, attendance at professional meetings, completion of postgraduate course work, and contributions to the professional literature.

- *Committee/Advisory Boards*

Serving on departmental curriculum committees and community committees or advisory boards are examples of activities in this area.

- *Community Outreach*

Included in this area are activities designed to help counselors become knowledgeable about community resources, employment opportunities, and the local labor market. This may involve counselors visiting local businesses and industries and social services agencies.

- *Program Management and Operations*

This area includes the planning and management tasks needed to support the activities of a comprehensive guidance program.

Also included in the system support component are activities that support programs other than guidance. These activities may include counselors being involved in helping interpret student test results to teachers, parents, and administrators, serving on departmental curriculum committees (helping interpret student-needs data for curriculum revision), and working with school administrators (helping interpret student needs and behaviors). Care must be taken, however, to watch the time given to these duties because the primary focus for counselors is their work in the first three components of the comprehensive guidance program. It is important to realize that if the guidance program is well run, focusing heavily on the first three components, it will provide substantial support for other programs and personnel in the school and the community.

Program Time

Counselors' professional time is a critical element in the model. How should professional certified counselors spend their time? How should this time be spread across the total program?

In this model, the four program components provide the structure for making judgments about appropriate allocations of counselors' time. One criterion to be used in making such judgments is the concept of *program balance*. The assumption is that counselor time should be spread across all program components but particularly the first three. Another criterion is that different grade levels require different allocations of counselor time across the program components. For example, at the elementary level, more counselor time is spent working in the curriculum with less time spent in individual planning. In the high school, these time allocations are reversed.

How counselors in a school district or school building plan and allocate their time depends on the needs of their students and their community. Once chosen, time allocations are not fixed forever. The purpose for making them is to provide direction to the program and to the administrators and counselors involved.

Since the Comprehensive Guidance Program Model is a "100% program," 100% of counselors' time must be spread across the four program components. Time allocations are changed as new needs arise, but nothing new can be added unless something else is removed. The assumption is that professional counselors spend 100% of their time on task, implementing the guidance program.

What are some suggested percentages? As an example, the state of Missouri (Starr & Gysbers, 1997) has adopted suggested percentages of counselor time to be spent on each program component. These suggested percentages (see Table 1.1) were recommended by Missouri counselors and administrators who had participated in the field-testing of the Missouri adaptation of the Comprehensive Guidance Program Model.

RESOURCES

Human

Human resources for the guidance program include such individuals as counselors, teachers, administrators, parents, students, community members, and business and labor personnel. All have roles to play in the guidance program. While counselors are the main providers of guidance and counseling services and are the coordinators of the program, the involvement, cooperation, and support of teachers and administrators is

SUGGESTED TIME ALLOCATION

	ES	M/JH	HS
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Planning	05-10	15-25	25-35
Responsive Services	30-40	30-40	25-35
System Support	10-15	10-15	15-20
	100	100	100

Table 1.1. Suggested time allocation for the comprehensive components for elementary school, middle/junior high school, and high school.

necessary for the program to be successful. The involvement, cooperation, and support of parents, community members, and business and labor personnel also is critical. A School-Community Advisory Committee is recommended to bring together the talent and energy of school and community personnel.

The School-Community Advisory Committee acts as a liaison between the school and community and provides recommendations concerning the needs of students and the community. A primary duty of this committee is to advise those involved in the guidance program. The committee is not a policy- or decision-making body; rather, it is a source of advice, counsel, and support and is a communication link between those involved in the guidance program and the school and community. The committee is a permanent part of the guidance program. A community person should be the chairperson.

The use and involvement of an advisory committee will vary according to the program and the community. It is important, however, that membership be more than in name only. Members will be particularly helpful in developing and implementing the public relations plan for the community.

Financial

The financial resources of a comprehensive guidance program are crucial to its success. Examples of financial resources include budget, materials, equipment, and facilities. The model highlights the need for these resources through its focus on the physical space and equipment required to conduct a comprehensive program in a school district. To make the guidance curriculum, individual planning, responsive services, and system support components function effectively, adequate guidance facilities are required.

Traditionally, guidance facilities have consisted of an office or suite of offices designed primarily to provide one-to-one counseling or consultation assistance. Such arrangements have frequently included reception or waiting areas that serve as browsing rooms where students have access to displays or files of educational and occupational information. Also, this space has typically been placed in the administrative wing of the school so that the counseling staff can be near the records and the administration.

The need for individual offices is obvious because of the continuing need to carry on individual counseling sessions. A need also exists, however, to open up guidance facilities and make them more accessible to all students, teachers, parents, and community members. One way to make guidance facilities more usable and accessible is to reorganize traditional space into a guidance center.

A guidance center brings together available guidance information and resources and makes them easily accessible to students. The center is used for such activities as group sessions, student self-exploration, and personalized research and planning. At the high school level, students receive assistance in areas such as occupational planning, job entry and placement, financial-aid information and postsecondary educational opportunities. At the elementary school level, students and their parents receive information about the school, the community, and parenting skills; they also read books about personal growth and development. An area for play therapy can be provided in the guidance center.

Although the center is available for use to school staff and community members, it is student centered, and many of the center activities are student planned as well as student directed. At the same time, the center is a valuable resource for teachers in their program planning and implementation. Employers, too, will find the center useful when seeking part-time or full-time workers. Clearly, the impact of the center on school and community can be substantial.

If community members and parents are involved in the planning and implementation of the center and its activities, their interest could provide an impetus for the involvement of other community members. When parents and community members become involved in programs housed in the center, they experience the guidance program firsthand. Through these experiences, new support for the program may develop.

The guidance center is furnished as comfortably as possible for all users. Provision is made for group activities, as well as individual activities. Coordinating the operation of the guidance center is the responsibility of the guidance staff, but all school staff can be involved. It is recommended that at least one paraprofessional be a part of the staff to ensure that clerical tasks are carried out in a consistent and ongoing manner.

Political

Education is not merely influenced by politics; it is politics. The mobilization of political resources is key to a successful guidance program. Full endorsement of the guidance program by the Board of Education as a "program of studies of the district" is one example of mobilizing political resources. Another example is a clear and concise school district policy statement that highlights the integral and central nature of the school district's comprehensive guidance program to other programs in the school district.

PUTTING IT ALL TOGETHER

What does the Comprehensive Guidance Program Model look like when all of the model's elements are brought together? Figure1.1 presents the model on one page so that the three program elements can be seen in relationship to each other.

Notice that the three program elements (program content, program structure, processes, and time, and program resources) represent the "means" of the program. Without these means in place, it is impossible to achieve the full results of the program and to fully evaluate the impact of the program on the students, the school, and the community.

SOME FINAL THOUGHTS

The Comprehensive Guidance Program Model, by definition, leads to guidance activities and structured group experiences for all students. It de-emphasizes administrative and clerical tasks, one-to-one counseling only, and limited accountability. It is proactive rather than reactive. Counselors are busy and unavailable for unrelated administrative and clerical duties because they have a guidance program to implement. Counselors are expected to do personal and crisis counseling as well as provide structured activities to all students.

To fully implement the Comprehensive Guidance Program Model, it is important that the program be as follows:

1. Understood as student development oriented, not school maintenance administrative oriented;
2. Operated as a 100% program: the four program components constitute the total program; there are no add-ons;
3. Started the first day of school and ended on the last day of school (not started in the middle of October and ended during April so that administrative/nonguidance tasks can be completed);
4. Understood as program focused, not position focused;
5. Understood as education based, not agency or clinic based.

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CHAPTER 3

Leadership and Supervision of School Counselors in Comprehensive Guidance Programs

PATRICIA HENDERSON

The provision of leadership is key to ensuring that school counselors attain and maintain high levels of professionalism. This chapter describes the need for leadership and the best placement of guidance program staff leaders in the organizational structure of school buildings and districts. Also examined are the job-related roles of guidance program staff leaders, the contexts they work in, and the tasks associated with their responsibilities.

The program approach to school guidance assists students to acquire and apply identified content through a framework of activities. The activities are offered which fit the program's rationale, assumptions, and definition. The kinds and numbers of activities offered reflect the predetermined design for the appropriation of program resources. The primary resource appropriated to comprehensive guidance programs is the time and talent of school counselors. Key to ensuring the quality of school counselors' talent and use of time is the provision of leadership which assists them to attain and maintain high levels of professionalism. The concepts and applications described in this chapter are more fully described in *Leading and Managing Your School Guidance Staff* (Henderson & Gysbers, in press).

This chapter describes the following: the need for leadership, the best placement of guidance program staff leaders in the organizational structure of school buildings and districts, their job-related roles, the contexts they work in, and the tasks associated with their responsibilities. This last topic includes the description of a system of leadership activities which supports continuous improvement of school counselors' performance, as well as that of the comprehensive guidance program.

THE NEED FOR LEADERSHIP

History

Ever since teachers were first assigned duties as school counselors in the early 1900s, discussion has been ongoing concerning the roles and responsibilities of school counselors. Similar discussions have occurred concerning the roles and responsibilities of the leaders of school counselors designated by school districts and within school buildings. Discussions regarding such leadership appear in professional literature as early as the 1920s and 1930s and reflect familiar themes: who these leaders are or should be as evidenced by their titles, where these leaders fit organizationally in school districts, and what their roles and job tasks are.

School guidance began as an addition to teachers' duties, then labels were added to describe these duties (e.g., homeroom teachers, advisers). In some circumstances, guidance was carried out by others with such titles as deans of boys/girls, (Kefauver, G. N., Noll, V.H., & Drake, E.C., 1934). It became evident early on that guidance responsibilities and, relatedly, school counselors' roles lacked definition and required specialized training. The time allotted for individuals to carry out these additional duties was inadequate; some of the assignments that were made under the guise of guidance were inappropriate or inconsistent with the role. Appropriate leadership was needed to help schools bring focus and direction to guidance in the schools. However, guidance was an add-on for many leaders, too.

As reported in the guidance literature of the 1920s, leadership was provided to school counselors by principals at the building level (Myers, 1923) and by directors at the school district level (Brewer, 1922). In some school districts, leadership of guidance programs and school counselors was added to the responsibility list of directors of other departments. In some districts, typically large city districts, guidance directors (specifically vocational guidance directors) were appointed. A lack of clear definition of authority for guidance programs and staff often left school counselors caught in between these leaders with different perspectives.

In addition to providing leadership from their own operational frames of reference, individuals had different, sometimes inconsistent, approaches. The issues resulting from this lack of conceptual agreement and clear definition of authority dotted the guidance literature from the 1920s through the 1970s. By the 1970s, it was clear that, for the most part, building principals left guidance programs "unattended" (Costar, 1977, p. 212), but at the same time they were "reluctant to relinquish authority and autonomy" (Aubrey, 1978, p. 294). For a range of reasons, directors were "largely ineffective as leaders of counselors" (Lombana, 1977, p. 180). For some, the lack of proximity made effective leadership difficult. For others, collaboration with and confrontation of building principals was too difficult, given no clear agreement regarding the rationale and definition of guidance programs or school counselors' roles.

One means to resolve the tension between building-level and district-level leaders of school counselors has been to determine the appropriate placement of guidance in school district organizational structures. As early as the 1930s, recommendations were made for district-level guidance directors to report directly to school district superintendents (Layton, 1936). During the 1940s and 1950s, the search for appropriate organizational placement resulted in recommendations that guidance be connected organizationally to other pupil personnel services led by an assistant superintendent with a designated director at the district level and head counselors in the buildings (Myers, 1941). By the 1970s, however, the placement as a pupil personnel service was seen as a problem (Lombana, 1977). Lack of clear definitions of purpose and differentiation between service providers often caused intradepartmental tension.

On a more positive note, the profession of counseling—including school counseling—increased its professionalization. Beginning in the 1960s and continuing into the 1990s, the twin movements to certify school counselors and license mental health counselors brought clearer definition of the roles counselors fulfill. Beginning in the 1980s, the movement to define school counselors' applications of these roles through comprehensive guidance programs brought clarity of focus to their work.

In the literature during the 1960s, the topic of "supervision" emerged of as a means of enhancing the effectiveness of teachers and counselors. This advanced the professional definition of roles that leaders of school counselors needed to fulfill. The early literature of counseling supervision, however, did not target school counseling, and that of instructional supervision did not target school counselors. Indeed, the multiple roles fulfilled by school leaders of guidance programs and counselors were evident only sporadically.

District guidance leaders' job roles and tasks were identified in the 1920s and 1930s as the following: supervising the work of school counselors (Brewer, 1922); administering uniform and coordinated guidance programs districtwide (Myers, 1923); and ensuring that school counselors fulfilled appropriate roles, especially where principals would make them each a "handy man on whom may be unloaded any sort of task that no one else has time to do" (Fitch, 1936, p. 761). During the 1950s, city school district directors of guidance were unsure whether they were consultants regarding guidance programs and school counselors' roles or administrators in charge of those programs and the counselors (Feldman, 1951). In addition, school guidance directors were charged to plan testing programs and interpret assessment results, establish systems for student data collection, hold individual conferences with staff members, conduct public relations, evaluate guidance programs, and keep professionally up to date (MacDonald, 1956).

During the 1970s and 1980s, increased emphasis on guidance in federal legislation (i.e., vocational education, National Defense Education

Act, career education, and the Elementary and Secondary Education Act, Title III) required management of guidance programs at both state and district levels. The elementary guidance movement of the 1970s began with elementary counselors serving more than one building. Assignments at multiple sites created the need for direct leadership of elementary counselors to be provided from the school district level.

Thus, the 1980s saw an increasing number of school districts appointing administrators with guidance training and experience to fulfill administrative, coordinating, and consultative roles. Patterns emerged regarding the titles of these guidance-program and school-counselor staff leaders. Those with administrative authority were titled "directors." Those with coordinating responsibilities were title "coordinators." Those fulfilling consultative roles were titled "supervisors."

Whatever their roles and titles, not much attention was paid to the provision of professionally defined supervision to school counselors (Barret & Schmidt, 1986). Roberts and Borders (1994) noted that, in the 1970s and 1980s, "school counselors need[ed] ongoing supervision to help them refine counseling skills, learn how to deal with difficult student issues, and perform their many and varied functions" (p. 149). Neither special training nor certification was required for guidance administrators or supervisors (Henderson, 1986). Thus, guidance program staff leaders in school districts and buildings were ill-equipped to carry out their leadership responsibilities.

Current Status

As we approach the 21st century, the status of guidance program and staff leadership is still somewhat lacking in definition, but the need for effective leadership practices is clear. Within the context of comprehensive guidance programs and the emphasis on the quality of professionals' performance—a result of educational reforms of the 1980s and 1990s—the organizational structures, titles, and job responsibilities necessary to provide these practices are emerging.

Today, students, schools, and society need meaningful school guidance programs for all students; uneven and inconsistent practices across school buildings are no longer tolerable. Comprehensive guidance programs define the needs for professional practices by school counselors. Effective leadership ensures the quality of school counselors' performance within well-designed guidance programs. At this point, however, effective leadership is not uniformly defined and is uneven and inconsistent in its provision.

Organizationally, responsibility for guidance leadership has moved from federal and state levels to local districts and buildings, as school counselors are funded locally and school district boards of education are increasingly aware of the need for accountability to their patrons.

The movement back to site-based management has forced state education agencies and school districts to define organizational structures which provide for autonomy to match responsibility. State legislatures defer their authority/responsibility for education to local boards of education, who, in turn, delegate their authority to school administrators, consistent with the laws and priorities of their communities. Superintendents, administering board policy, establish appropriate organization structures.

Guidance programs and school counselors are often costly to school districts. Thus, the need for appropriate accountability for these funds prompts many school boards and superintendents to authorize district guidance directors to ensure consistency and quality in guidance programs and school counselors' performance. Increased emphasis on quality has seen some increase in the number of district guidance directors who have school guidance experience. This often varies according to the size of the school district and the funds available, leaving many districts with guidance administrators who have not been professional school counselors.

Within district administrative structures, there are variations in the placement of guidance. In some districts guidance is part of instructional services; in some, student services; and some, special education services. For the districts, there is often an attempt to provide logical rationale for organizational placement based on the perceived mission of the guidance program. Where guidance curriculum is emphasized, organizational proximity to instruction is logical. Where responsive services hold high priority, student services may be logical.

Within buildings, various organizational patterns are seen as well. Typically, guidance is an independent department. Because of its student-centered focus, it may be linked with instructional departments organizationally. Because of its centralized position and schoolwide focus, it may be linked with the administration organizationally. Because of its focus on students' special needs, it may be linked with other specialists. Differing organizational placements also highlight variances in guidance leaders' levels of authority within the total building. Their authority may be separated and undefined to other building leaders; it may parallel that of instructional department heads or that of administrators.

The structure of interrelationships among those fulfilling leadership tasks is often unclear or undefined. Building principals are also delegated authority and responsibility from boards of education for the programs which occur in their buildings and the staff members who are assigned there. These include guidance programs and school counselors. In too many circumstances, the lines of authority and responsibility between guidance directors and principals are still blurred.

In turn, building principals, ideally in collaboration with district directors, designate leaders for guidance programs and staff members from within a building's guidance department. Too often, however, building-level guidance leaders are not delegated full authority. For example, evaluation of the school counselors' performance is often not delegated. Within some buildings, there is no designated organizational structure for, or within, the guidance department.

Reflective of this lack of clear focus, titles for guidance leaders are still not uniform. Varying from locale to locale, "directors" are found at both district and building levels, although the title still connotes some administrative authority. In addition, districts variously identify "guidance coordinators," "consultants," "specialists," and "supervisors." Increasingly, these words have distinct meanings within school districts' organizational structures. Thus, for example, guidance supervisors' job descriptions parallel those of instructional supervisors. Titles heard at the building level include "guidance department head," parallel to instructional department heads; "head counselor," reminiscent of head custodian; "lead counselor," parallel to lead administrator or lead teacher.

While the leadership roles necessary to best ensure quality guidance programs and high-level professional performance by school counselors have become clearer, the specific tasks for them to perform are even less well defined. For example, appropriate means for evaluating school counselors' performance, while required in most states as part of certification, is still not well defined. The data which support these judgments are often not systematically gathered and analyzed. In some circumstances, inappropriate forms are used and the procedures supporting evaluation are undefined. Clinical supervision—as defined in both counseling supervision and instructional supervision—is *not* provided in more school districts than it *is* provided.

A RECOMMENDED ORGANIZATIONAL STRUCTURE

An organizational structure is needed that provides leadership to school counselors as they strive to implement the highest quality comprehensive guidance programs for students and to perform their roles excellently. A structure is recommended in this chapter that is based on counseling and instructional research regarding effective supervision practices (Borders & Leddick, 1987; Falvey, 1987; Glickman, Gordon, & Ross-Gordon, 1995). It is also based on current practices in school districts which demonstrate effective leadership for school counselors (e.g., Northside Independent School District, 1997).

Full titles for these leaders of school counselors in school districts and buildings depends on their placement in the organizational structure of the school districts in which they work. School district organization varies not only according to the philosophies of school boards and superintendents but also according to size. The recommendation here is that individuals directly responsible for the effectiveness of comprehensive guidance programs and for school counselors at the district and building levels should have the word "guidance" in their titles. In very large school districts, such individuals might bear the title of "assistant superintendent for guidance"; in very small school districts, they might be titled "guidance specialists." In buildings, their titles should parallel those of leaders of other programs and staff groups (typically, the instructional department/group leaders). For example, if the English department leader in a building is titled "the chair," the guidance leader should be the "guidance department chair." If the leader of the second-grade team of teachers in a building is "second-grade team leader," the leader for the counselors in a building should be "guidance team leader." In this chapter we use a generic title, "guidance program staff leaders," to remind readers of the dual responsibilities of these position holders. Whether at the school district or building level, these guidance leaders are responsible for the quality of the guidance program implemented in the school and for school counselors' (staff) performance in the context of that program.

Whatever the size of the school district or the building, the guidance program staff leader at the highest level on a district or building organizational chart reports to an administrator who has responsibility for more than one program and staff grouping. (It would be a rare district, indeed, whose chief executive officer was titled "superintendent for guidance"!) Again, the titles of these generalist administrators at the district level vary according to their level in the total district hierarchy, from deputy superintendents to directors. In school buildings, their most commonly held title is "principal."

School District

Where guidance is placed in a school district's organizational structure, describes the legitimate level of authority of the highest district-level guidance program staff leader. As with any organization, the closer a position is to the top of the chart, the more the legitimate authority delegated to that position.

Building-level guidance program staff leaders and the school counselors whom they lead are accountable to both district-level guidance program staff leaders and building principals. Thus, it is recommended that these two administrators (guidance leaders and principals) be positioned equally in the total district organizational scheme. This is signified by their accountability to equally positioned district-level generalist administrators (e.g., assistant superintendents). Therefore, they have equivalent power within the system. In conflicts, guidance program staff leaders and building principals would appeal their cases to equally high administrative levels for resolution.

In addition to power levels, organizational structures describe the information and communication channels available to specific positions. These channels must be clear to ensure appropriate opportunities for district-level guidance program staff leaders and building principals to share guidance responsibilities collaboratively without catching building-level guidance program staff leaders and school counselors between them or in a void.

Placement of guidance departments within the school district organization also reflects a district's philosophical position regarding the guidance program. Often, school districts separate instruction, student services, and administrative services departments. When district-level guidance program staff leaders report to generalist administrators with responsibility for instructional programs, the guidance curriculum and individual planning system components of the comprehensive guidance program are emphasized and supported. When district-level guidance program staff leaders report to generalist administrators with responsibility for student services, responsive services component activities are emphasized and supported. When district-level guidance program staff leaders report to generalist administrators with responsibility for administrative services, implementation of the system support component is emphasized and supported. The appropriately determined priorities of the program should dictate appropriate organizational placement. While this does not decrease guidance program staff leaders' responsibility to ensure implementation of appropriately balanced, comprehensive guidance programs, it does underscore the highest priority.

School Building

As implied in the previous section, it is recommended that, within buildings, guidance program staff leaders report directly to building principals. By definition, the missions of comprehensive guidance programs are integral to those of schools. In addition, comprehensive guidance programs are schoolwide programs affecting all students and interacting with all staff members. Guidance is infused throughout the entire educational program. Building-level guidance program staff leaders and leaders of other programs in the same building with similar scope and impact should report to the same, or equally positioned, generalist administrators. To best ensure implementation of appropriately balanced comprehensive guidance programs, building-level guidance program staff leaders should be members of their buildings' administrative teams and be on par with instructional department heads and grade-level team leaders.

Guidance Department

The comprehensive guidance programs of all of the buildings in a school district comprise the District Guidance Program. The District Guidance Program includes the work of all the school counselors, as well as program-related paraprofessionals and other staff members. The organizational structure of the districtwide guidance department, then, is headed by a district-level guidance program staff leader who provides direct leadership to the building-level guidance program staff leaders who, in turn, lead the school counselors and other building-level guidance department staff members. District-level guidance leaders provide indirect leadership to building-level school counselors and other guidance-related staff members. They provide direct leadership to other district-based guidance program staff leaders who may be responsible for multiple buildings (i.e., building-level leaders for multiple sites, such as all elementary counselors in a district) or for special elements of the comprehensive guidance program (e.g., substance-abuse prevention specialists, school social workers).

Each school counselor should benefit from program and staff leadership. Ideally, one appropriately trained guidance program staff leader fulfills four roles for an individual counselor: administration, supervision, management, and professional leadership. These roles are defined in the next section of this chapter. If these roles are carried out by different leaders for an individual counselor (or by other guidance program staff members), the lines of communication and accountability between the school counselor and each of the leaders, and among the leaders, must be clearly defined. Currently, for example, supervision, management, and professional leadership are often provided for school counselors by guidance program staff leaders, but administration is assigned to building principals. It is recommended that guidance program staff leaders be delegated the authority they need to fulfill all four roles (e.g., fulfill administrative functions in addition to the other three).

All school counselors in a district should have equal and ready access to leadership services, regardless of the level of students served or assignment. "Ready access" entails reasonable leader-to-school-counselor ratios. Current practices suggest that one district-level leader can effectively serve 20 building-level leaders, and that one building-level leader can effectively serve 10 school counselors and related staff (Henderson & Gysbers, in press).

LEADERSHIP ROLES

As the school guidance movement and the school counseling profession have evolved, so too has the role of program and staff leadership. Four roles have emerged from this evolution as needed to best ensure excellence in the development and implementation of comprehensive guidance programs and school counselors' job-related performance in

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those programs. These roles—administration, supervision, management, and professional leadership—are defined next.

Administration

In the administrative role, guidance program staff leaders cause effective implementation of comprehensive guidance programs for students. They and the guidance department staff are accountable for the results of these programs. Correlatively, they are primarily responsible and accountable for the program and the staff members' performance. Effective fulfillment of the administrative role requires that they be delegated the necessary authority to carry it out. At the district level, guidance program staff leaders are delegated their authority from the school district superintendents and boards of education. At the building level, they are delegated authority from the district-level guidance leader and from the building principal. This delegated authority provides them the legitimate connection and coercive power they need to administer the program and the staff. Examples of activities associated with the administrative role include organization and evaluation of program and personnel—the latter being the root of the coercive power. At the district level, it includes securing monetary and personnel resources, developing policies and regulations, and employing systemic links to the total educational program. At the building level, it includes evaluating implementation of the program and staff members, using resources efficiently, and designing productive procedures.

Supervision

In the supervisory role, guidance program staff leaders assist school counselors in continuously improving their job-related performance (i.e., professional skills, work habits, obtaining relevant and up-to-date information) and their implementation of the program. Its essence is individual-specific professional development, entailing firsthand observation and feedback based on these samples of actual performance. District-level and building-level guidance leaders apply the legitimate power of their positions and their professional expertise as school counselors in fulfilling the supervision role. District-level guidance program staff leaders begin the chain of supervision for professionalism enhancement, which flows from them to/through building-level leaders to/through school counselors. Building-level guidance program staff leaders are the primary providers of professional supervision. Supervision activities take most of their leadership time.

Management

In the management role, guidance program staff leaders strive to ensure the efficient use of resources appropriated to comprehensive guidance programs. Resources include the talent and time of school counselors and other staff members, as well as information, materials, equipment, and facilities. Management also connotes governing or controlling others in order to maintain program and performance quality. Guidance program staff leaders are conduits between guidance departments and managers of other programs, across buildings and districts.

Their authority is enhanced by the power to reward others by allocating resources that enable them to carry out their roles. Leaders' expertise and coercive power is enhanced by monitoring adherence to program and performance standards. As examples of management-role fulfillment, district-level leaders acquire resources from boards of education and superintendents and distribute them through building-level leaders who, in turn, spend budget moneys, arrange logistics which support program activities, and ensure appropriate use of talent and time of school counselors and other guidance program staff members.

Professional Leadership

In the professional leadership role, guidance program staff leaders influence school counselors to improve the guidance programs (including their performance in it) and to contribute to the advancement of the school counseling profession. It connotes applying learnings from professional development experiences and assuming positions of responsibility and leadership in counseling associations. Referent power, based on recognition of commonalities, both supports this role and is the result of this role. Guidance program staff leaders and school counselors work together on counseling-related activities and issues, learning and applying new ideas and techniques. District-level leaders model professional affiliation and leadership in the profession outside of the school district and encourage involvement and leadership experiences for building-level leaders and school counselors. Building-level leaders also encourage membership in professional societies and involvement by school counselors in professional and leadership development activities.

LEADERSHIP CONTEXTS

These roles and the related leadership tasks are carried out in three contexts: comprehensive guidance programs, counselor performance-improvement systems, school buildings and districts. School counselors' primary purpose is to provide guidance programs for students. The context of comprehensive guidance programs includes four groups of activities: guidance curriculum, individual planning system, responsive services, and system support. Examples of such programs are what this book is about.

The context of school districts' performance improvement systems for counselors includes the activities provided which are aimed at helping them continuously enhance their professionalism. There are five groups of these activities associated with the following: assessing school counselors' professionalism, defining their jobs, setting goals and implementing plans for achieving those goals, supervising their performance, and evaluating their performance. These are more fully described later in this chapter.

The context of school buildings and districts includes the total educational program within which the guidance program fits, and the legal structure within which employment and performance improvement activities fit. It also includes the organizational and administrative structure within which guidance program staff leaders' positions fit. As described above, this positioning dictates their levels of authority and responsibility, the positions which are subordinate and superordinate to theirs, and their interrelationships. It also dictates the relationships between buildings and the school district administration and among guidance program staff from other buildings.

The differences in organizational placement of building- and district-level guidance program staff leaders result in some essential differences in their jobs. These differences go beyond the fact that building-level leaders work within buildings and that the district-level leaders work across multiple buildings of the district: The latter advocate the guidance program and staff with district-level groups, while the former strive to influence groups within their buildings and local communities. District-level leaders devise the systems which facilitate guidance program implementation and school counselor performance improvement, while the building-level leaders implement these systems. The building-level leaders work directly with school counselors and with program implementation issues; the district-level leaders work directly with building-level leaders by training them and fulfilling the leadership roles with them. The district-level leaders seek to resolve internal guidance department staff-related problems which the building-level leaders are not successful at resolving.

LEADERSHIP TASKS

In striving to ensure excellence of guidance programs and school counselor performance, both district- and building-level guidance program staff leaders apply the four roles previously described in carrying out seven major staff-related tasks. Two of these tasks are program focused, and five tasks target school counselors' performance. The two staff leadership tasks which focus on the comprehensive guidance program are organizing staff members for effective, efficient program implementation and advocating for the program and its staff members. The five staff leadership tasks which focus on school counselors' performance are professionalism assessment, job definition, professionalism enhancement, goal setting and implementation, supervision, and performance evaluation. These seven staff leadership tasks are described next.

PROGRAM LEADERSHIP

Organizing for Program Implementation

A range of activities are accomplished by staff leaders that contribute to effective and efficient delivery of comprehensive guidance programs. Prerequisite to providing high-quality guidance programs is that guidance department staff members work in healthy interpersonal climates. Such climates are established by staff leaders. They work with their entire staff to share the vision for their comprehensive guidance program, to strive continuously to improve it, and to work together as a team. Leading a team requires them to effectively manage group relationships, dynamics, and processes and to strive for full involvement of each staff member in program implementation. A primary vehicle for bringing a staff group together as a team is to hold regular (weekly) staff meetings.

Staff leaders lead the staff group as they organize themselves to implement the program by developing the annual program calendar. The *calendaring* process offers a good example of the differences between district- and building-level guidance program staff leaders. The calendaring system is initiated and managed by district-level leaders who train school counselors in calendaring (i.e., designing calendar formats to be used and the time frame for development, adjustment, and evaluation). While the process is established and monitored at the district level, it is carried out at the building level. Building-level leaders sit down with their staff members and complete the format, review it, and submit it. They periodically check their progress in implementation of the program as planned and lead the staff in changing it as needed. At the end of the year they assist individuals in assessing their contributions to the planned program and the group as a whole in order to evaluate the accomplishment and effectiveness of the program plan.

Advocacy for Clients, Program and Staff

Building- and district-level guidance program staff leaders advocate guidance program clients, the program itself, and the staff—collectively or individually. The programs' clients (i.e., students, parents, teachers, and other educators) sometimes benefit from having professionals work on their behalf as they struggle to work within the educational system or to change it. Especially as they are designed and changed, comprehensive guidance programs need explanation to others, and clarification about the program design (i.e., its priorities and parameters and activities that fit it). Not unlike the programs' clients, school counselors or other guidance department staff members sometimes benefit from the assistance of their program leaders as they work to resolve interprofessional issues in the buildings or at the district level.

Building- and district-level guidance program staff leaders advocate on behalf of guidance positions and issues with similar categories of groups or individuals. Differences are in the size of the sphere of influence and, often, in the intensity of the relationships within which advocacy occurs. School buildings and their communities are smaller than school districts and their communities. Fewer people are involved in, or impacted by, building-level interactions than by district-level interactions. Individuals receive more attention in less-populated settings than when they are vying with more people for attention. In the larger setting, contact is less frequent and less intimate.

In carrying out advocacy tasks, guidance program staff leaders interact with principals and other administrators, site-level decision-making entities, teachers and their leaders, and with their colleagues in the school district guidance community. They interact with parents and families, with representatives from the community in media, politics, business and labor, and civic groups. They relate with representatives from the mental health community outside of their buildings and school districts and the professional counseling community.

Circumstances in which guidance program staff leaders advocate on behalf of clients, their programs, or staff members call for a variety of responses and skills. In advocating, they may act as administrators (e.g., clarifying rules and procedures) or consultants (e.g., helping others find solutions to their issues). In carrying out advocacy tasks, guidance leaders basically use their communication, consultation, and political skills. Depending on when they learn about a situation, they may act proactively, responsively, or reactively. Their responses also vary according to the topic which arises. In general, topics requiring advocacy may reflect guidance agendas (e.g., effective guidance curriculum implementation), others' agendas (e.g., student recruitment for special programs), or shared agendas (e.g., multiculturalism).

They choose their levels of involvement in advocating on issues or with groups from a wide range of responses. At the least involved end of this continuum, they may choose to be present at an event to represent the guidance perspective. Increasing their level of participation, they may choose to share information with others. More involved advocacy responses include welcoming others into the guidance frame of reference or reaching out to them, inviting them into the guidance frame of reference. Active participation as an advocacy response includes supporting individuals or causes and cooperating or collaborating with others in accomplishing mutually desired ends. Guidance program staff leaders are most actively involved in advocacy tasks when they choose to consult with others (i.e., share their expertise) on behalf of a case or cause or advocate (i.e., initiate or lead the efforts) on behalf of a case or cause.

The two major tasks just described—organizing for program implementation and advocating for the program, its staff, or its clients—are guidance leadership functions which directly relate to the quality of comprehensive guidance program implementation. The former involves working with the team of guidance department staff members; the latter with those outside of the guidance department whose actions affect the program. The next section of this chapter describes five major tasks that focus directly on school counselors' performance. The importance of these tasks is based on this assumption: "The higher the quality of school counselors' performance, the higher the quality of the comprehensive guidance program."

Performance Leadership

The five performance-focused staff leadership tasks, listed previously, comprise the counselor performance improvement systems of school districts. Quality of performance is the result of individual counselors' levels of professionalism—defined as a combination of one's competence and one's commitment. The activities which comprise this system are aimed at helping school counselors enhance their professionalism levels, thereby improving not only their own levels of performance but also the quality of the comprehensive guidance program.

Although individuals are primarily responsible for the quality of their performance, performance-improvement system activities are most effective when school counselors and their guidance program staff leaders work together (e.g., striving for mutually determined ends, participating with equal energy). Staff leaders' responsibilities for motivating school counselors to strive for performance improvement depends on the counselors' own level of commitment. Effective leaders vary their methods for assisting individuals in professionalism enhancement, basing their efforts on the current level of the counselors' professionalism. Highly competent and highly committed school counselors are nurtured through a collegial approach, with staff leaders acting as consultants and mentors. School counselors who are highly committed, yet demonstrate lower levels of competence than is desired are best assisted through collaboration and constructive confrontation. Staff leaders mentor school counselors for maintaining their commitment levels and teach and coach them as they enhance their competence levels. For school counselors who are highly competent but lack commitment, staff leaders use somewhat directive approaches, coaching them regarding commitment expectations, consulting with them to encourage their continued competence development. School counselors who fall short in both their competence and commitment levels are best led through a directive, perhaps even controlling, approach. Such counselors may need to relearn competencies, or they may need career or personal counseling to help them rekindle their professional commitment. It is not appropriate for guidance program staff leaders to provide that counseling but, rather, to have ready a referral list of qualified community-based counselors.

The performance-improvement activities are more efficient when they are envisioned and implemented as a system (i.e., they are interrelated and flow naturally from one to the other). Most performance-improvement system activities already occur in school districts because they are required by laws related to employment contracts. Contracts are tied to descriptions of individuals' jobs and evaluations of their performance in those jobs. These activities are grouped into five components: professionalism assessment, job definition, goal setting/implementing, supervision, and performance evaluation. Each of these is briefly described next.

Professionalism Assessment

School counselors assess their own levels of professionalism by analyzing data based on their professional behaviors. Their building-level guidance program staff leaders assess them also, using behavioral data they have gathered. This data are gathered primarily through supervision and evaluation activities, as well as previous professionalism-enhancement efforts. By sharing the assessments from their two perspectives, school counselors and their leaders derive assessments based on the collective, more complete information, rather than the data each has separately. Building-level leaders assess their own professionalism levels, and their district-level guidance program staff leaders assess them as well. They, in turn, bring their perspectives together to better describe the professionalism level of the building-level guidance leader.

As used in this chapter, professionalism is defined as the combination of school counselors' competence to perform their various roles and functions within comprehensive guidance programs and their level of commitment to their work. The competence factor includes professional knowledge and skills. The commitment factor includes professional attitudes and values. In establishing their performance-improvement systems, school districts identify the standards for each of these factors. School counselors and building-level guidance leaders determine professionalism levels by comparing and contrasting their professional behaviors with the established standards.

Basic competence standards are defined by the school counseling profession for the roles required of school counselors in comprehensive guidance programs (Gysbers & Henderson, 1994). Such roles include guidance, counseling, consultation, coordination, student assessment, program management, and professionalism. Indicators and descriptors of role-related competencies are found throughout the profession's literature.

Commitment standards are also described by the school counseling profession. Examples of commitment standards are the ethical standards (American Counseling Association, 1995; American School Counselor Association, 1992). States, through laws and regulations, establish some legal standards relevant to school counselors. School districts determine professional-practice standards for their programs and professional employees. The district designed and adopted the Comprehensive Guidance Program Model which defines expectations for professional practice. Standards for work habits are also defined within school districts and buildings. The application of these standards to individual school counselors' assigned jobs provides the basis for professionalism assessments.

Job Definition

The definition of their specific jobs provides school counselors with a clear definition of what is expected of them. Within the context of a fully described comprehensive guidance program, each counselor's specific responsibilities and assignments can be spelled out. Specific to each school counselor are such details as the description of their student caseload (e.g., seventh graders; students whose last names begin with *A* through those whose last names begin with *F*), the program-component activities which they are required to conduct, and those which are optional, the activities which they have primary and secondary responsibility for developing and training others in, their staff consultation assignments (e.g., second-grade teachers, the English department), and their own professional-growth goals. In practice, each individual counselor's job description is different than every other's. Variations occur in their assignments (caseload, special activity/task assignments); organizational relationships (building, department); program improvement goals and responsibilities; professionalism-enhancement goals and action plans. School counselors with specialized expertise or assignments may have different roles or time balances than those with comprehensive assignments.

School counselors' job descriptions are the bridge between the comprehensive guidance program that is designed and planned in a building and the performance-improvement system. The job description clarifies individuals' specific responsibilities for program implementation. The expected competencies and commitments are expressed, providing the basis for performance evaluation.

Through the process of defining individual counselors' job expectations, both school counselors and their staff leaders begin the school year with similar and overtly stated expectations. As implied above, these job descriptions are written after the annual program plan has been developed. Individual and group assignments grow out of the program design. Individual job description conferences are held between building-level staff leaders and school counselors, and the results are recorded for use as the year progresses.

In this performance-improvement system model, district-level guidance program staff leaders conduct a similar process with building-level guidance program staff leaders. When the annual building program planning is completed and each staff members' job is described, district-level guidance leaders meet individually with building-level leaders, review these plans, and clarify the expectations for the building-level leaders' jobs for the year. In addition to their program implementation responsibilities, building-level leaders outline their plans for providing leadership to their individual staff members throughout the year.

Goal Setting/Implementing

School counselors set professional-development goals for each year. Goal targets are based on the assessment of individuals' professionalism levels as determined by school counselors and staff leaders. They vary from counselor to counselor, and for a counselor each year. Depending on individual and program needs, goals target competence, commitment enhancements, or both. Staff leaders have the responsibility not only to help school counselors target relevant and meaningful goals but also to assist them in developing and implementing their plans for achieving the goals.

In order to achieve professionalism-enhancement goals, individuals develop plans to guide their actions (Gysbers & Henderson, 1994). Development of a goal-related action plan includes specifying objectives or incremental achievements which, when successfully achieved, lead to goal attainment—*the product objectives*. Next, strategies for achieving the objectives are identified. These strategies include the tasks or activities to be performed by school counselors—*the process objectives*. The tasks (e.g., read journal articles, write a paper) and activities (e.g., attend a workshop) are sequenced for optimum learning, and a time frame for the entire plan is laid out. This time frame includes the time line for the accomplishment of each of the strategies and the deadline for plan completion, objectives, and goal attainment. Potential evidence of accomplishment of each of these strategies should be identified to facilitate school counselors' accountability to their plans and to their staff leaders. As the tasks and activities are accomplished, the dates and available evidence are recorded and—depending somewhat on the overall performance-improvement system—rated by school counselors or their building-level guidance program staff leaders or both. At the end of the plan cycle, the overall level of accomplishment of the strategies and achievement of the professionalism-enhancement objectives and goals are assessed.

As with other elements of performance-improvement systems, school counselors have primary responsibility for committing to their professionalism-enhancement goals and the action plans developed to achieve them. Many professional development activities entail school counselors working on their own time and independently; these efforts, in turn, result in enhanced value of themselves as professionals. Guidance program staff leaders provide leadership and support through the goal-setting and action-plan implementation processes. They schedule the individual conferences and monitor progress. District-level guidance program staff leaders provide the same activities and support for building-level leaders.

Supervision

Guidance program staff leaders supervise school counselors in the contexts of guidance program implementation and performance-improvement system activities throughout most of the work year. Because it is individual-specific, supervision is the most meaningful tool for helping subordinates mature in their profession. Supervision requires staff leaders to apply their skills and professional values in different ways. It entails application of instructional and counseling competencies, effective communication skills, data gathering, analysis, and feedback—all of which are skills that staff leaders utilized in their background work as teachers and counselors. Using these skills with highly educated adult learners poses new challenges to supervisors. In addition to appreciating the effectiveness of supervision in professionalism-enhancement efforts, guidance program staff leaders' work is based on the values of the counseling profession (i.e., professional detachment, respect for individuals, openness to input, cross-cultural effectiveness). Applying these values with colleagues also challenges supervisors.

As described by Henderson and Gysbers (in press), building-level guidance program staff leaders provide three kinds of supervision to school counselors: clinical, developmental, and administrative. Clinical supervision entails a five-step process centering around supervisors' firsthand observations of school counselors applying their professional competencies. Developmental supervision targets cognitive and affective growth of school counselors, enhancing their professional maturity. Staff leaders assist school counselors through the activities associated with the goal-related action plan implementation previously described. They also nurture school counselors' development through such activities as structured case consultations, mentoring, inservice education and training, and encouragement of professional association affiliation. Administrative supervision targets professional and work-related habits, attitudes, judgment, ethics and relationships, rules and standards compliance, and the individuals' job-related mental health. Whereas the activities provided by staff leaders in the other two kinds of supervision are structured and planned, administrative supervision is often provided spontaneously. It occurs through formal and informal individual conferences, staff meetings, and the delegation of leadership responsibilities.

Both building- and district-level guidance leaders often supervise other guidance program staff members as well. Depending on the size of the school and the professional staff, staff leaders may supervise paraprofessionals and secretaries (e.g., registrars, career center technicians, counselors' secretaries, data processing clerks). In addition, they supervise other professionals when they fulfill roles in comprehensive guidance programs (e.g., teachers when they teach guidance curriculum, administrators when they are advising students regarding their individual plans). In order to help volunteers make effective contributions to guidance programs, guidance leaders provide them with school-appropriate supervision as well. Career speakers, consultants, agency-based counselors, parent-association volunteers, peace officers teaching guidance curriculum—they all benefit from supervision which enhances their competence in working with young people.

District-level guidance program staff leaders provide the three kinds of supervision for building-level leaders as they fulfill their program and staff leadership roles. Clinical supervision entails observation of staff leadership functions, such as conducting conferences, consultations, or staff meetings. Developmental supervision entails facilitating building-level leaders' maturation as supervisors. Again, administrative supervision is similar to that provided by building-level leaders for school counselors, but different in that the focus is on working with staff members rather than with students. It entails assisting them with such things as problematic staff issues, program standards compliance, and management of their program and staff leadership responsibilities.

Performance Evaluation

In several ways, performance evaluation is the culmination of the performance-improvement system. The job-related performance, ethical and legal standards, and the data gathered through supervision come together as guidance program staff leaders make summary evaluative judgements, rating the quality of the performance of school counselors. Most meaningful professionalism-enhancement goals emerge as a result of the conclusions drawn in the evaluation and the recommendations made for improvement. In most states, performance evaluation supports contract-status recommendations (e.g., merit, continued, or termination) for educators. It is guidance program staff leaders' administrative authority to make evaluative judgments about school counselors' performance that sets them apart from their staff members.

In the system described here, evaluation of school counselors' performance is differentiated between guidance program evaluation or student-outcome evaluation. Guidance programs are evaluated as compared/contrasted with the standards for program implementation. Student outcome evaluation assesses what students learn or do better as a result of program participation and counselors' work (i.e., how much or how well they have learned or applied guidance content). The standards against which counselors' performance is rated are those describing the competency and commitment expectations for job-related behaviors.

Performance evaluation is not a onetime event; it is a continuous process. It begins each year with orientation and training in the performance-improvement system as a whole, including the evaluation component and the interrelationships between the components. The standards upon which the system is based are re-established. From the evaluation perspective, the job description establishes the standard for an individual. The job description conference is also a "pre-evaluation" conference. Data gathering through supervision activities occurs from the beginning of the contract year until it ends.

The centerpiece of the performance-evaluation component is the evaluation conference. In this conference, guidance program staff leaders and school counselors come together to share evaluative judgments and discuss recommendations for enhancing the professionalism of the counselors. In preparing for evaluation conferences, school counselors and staff leaders separately analyze data they have collected in light of the performance standards, draw their evaluative conclusions, consider any relevant contextual variables, and derive summary evaluation judgments.

Guidance program staff leaders plan how they will conduct each evaluation conference. As a result of their self-evaluations school counselors come prepared with their agendas as well. The conferences are held, and after each conference, staff leaders and school counselors reflect on its content and their thoughts and feelings. Because the relationship between school counselor and guidance program staff leader is typically long term, any unfinished business should be dealt with as soon as possible. It is the guidance leaders' responsibility to ensure that the legal procedures are followed in completing and distributing copies of evaluation forms. The recommendations made regarding school counselors' performance evaluation leads to professionalism-enhancement goal setting.

District-level guidance program staff leaders fulfill all or part of the evaluative role with building-level guidance leaders. Often, this responsibility is shared with building principals and must be conducted collaboratively. In addition to the standards set for school counselors, staff leaders are evaluated in light of leadership standards, (e.g., those established by the performance-improvement system and adopted from the profession such as the "Standards for Counseling Supervisors," Association for Counselor Education and Supervision, 1989). The procedures follow the same pattern as those just described for school counselors and building-level guidance program staff leaders.

SUMMARY

Historically, guidance programs were defined by the manner in which individual school counselors carried out their roles, or they were defined by the manner in which their principals perceived the counselor's role. Comprehensive guidance programs present a reversal: the program structure (i.e., its rationale, assumptions, and definition) and design (i.e., its priorities and balance) are determined, and they dictate appropriate roles for school counselors. School counselors' time and talent are the most valuable resources appropriated to the program.

The quality of the program depends not only on the appropriate allocation of school counselors' time but also on the quality of their talent. Highest quality talent is best ensured through the provision of meaningful leadership to school counselors as they seek to attain optimum levels of professionalism. Historically, the leadership provided to school counselors as they have sought continuous improvement of their performance has been inconsistent.

The guidance programs and staff leadership are most effectively provided when those leaders are placed appropriately in the organizational structure in school buildings and school districts, and when they have clearly delegated authority to carry out their roles. Four leadership roles are required to support school counselors: administration, supervision, management, and professional leadership. These four roles and the related leadership tasks are carried out in three contexts: comprehensive guidance programs, counselor performance-improvement systems, school buildings and districts.

Seven major staff leadership tasks are described in this chapter, two of which are program focused and five of which target the performance of school counselors. The performance-related tasks describe guidance program staff leaders' responsibilities in the implementation of the components of counselor performance improvement systems: professionalism assessment, job definition, professionalism enhancement, goal setting and implementation, supervision, and performance evaluation. Meaningful leadership is essential to effective guidance program implementation.

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Missouri Comprehensive Guidance: A Model for Program Development, Implementation, and Evaluation

MARION F. STARR

The Missouri Comprehensive Guidance Program Model, developed by the Missouri Department of Elementary and Secondary Education, was field-tested in 22 selected school districts serving approximately 15,000 students during the 1984-85 school year. Since the initial field-testing and development, the program has been implemented in 483 (92%) of the school districts statewide, serving approximately 793,000 students K-12.

As we move into the 21st century, the needs and concerns of our youth will be much different from those of today and in the past. While we tend to think of the 21st century as being in the distant future, this period of time is only a very few years away. The rapid advances in the world of technology will bring about major changes in the nation's workforce and in the way we must prepare our youth to function in the world of the next century. To meet the needs of our youth today and into the next millennium, we must provide them with a systematic process that will enable them to develop sound educational and career plans. This process must include the following: extensive career-awareness activities beginning at the elementary level, followed by ongoing career exploration and planning activities that will provide the basis for making sound career choices; increased knowledge of self and others; greater knowledge of our changing world; enhanced decision-making skills and life-coping skills. The Missouri Comprehensive Guidance Program provides the process and structure that will enable students to gain the skills to facilitate effective educational and career planning which, in turn, will help them succeed in their world of the future.

Comprehensive guidance, when viewed as an educational program equal to other instructional programs in the school system, is a contemporary concept for many administrators and school counselors. Through full implementation of the comprehensive guidance program, school counselors have made a tremendous impact on the lives of thousands of students across the state of Missouri and around the nation. If school counselors are to continue reaching a majority of the students in our schools and to provide maximum program benefits, they will have to continue to redirect their efforts and continue to focus on further development, refinement, and implementation of comprehensive guidance programs at the local level.

"Missouri Comprehensive Guidance: A Model for Program Development, Implementation, and Evaluation" provides school districts, administrators, and counselors responsible for comprehensive guidance with a structure and process that will provide maximum benefits to all students in our schools. "Excellence in Education" continues to be a major thrust within the Missouri educational system, and Missouri Comprehensive Guidance continues to be a vital link in the achievement of education excellence.

PURPOSE AND RATIONALE

The major purpose of the Missouri Comprehensive Guidance Program Model continues to be the same since the inception of the program in 1984-85: that is, to help districts develop, implement, and evaluate comprehensive and systematic guidance programs K-12. To ensure that all students gain maximum benefits from the guidance program, local school districts develop programs based on the state model that are sequential and developmental, with an identified scope and sequence of program activities. The purpose of the Missouri Comprehensive Guidance Program Model is to ensure that guidance program efforts reach all students, that guidance is viewed as an educational program with specific content equal to other instructional programs, that program accountability is achieved, and that students develop and attain competencies as a result of guidance program efforts. When a comprehensive guidance program is fully implemented, school counselors are able to devote 100% of their time to the program, eliminating many of the nonguidance tasks, and focusing their efforts on the personal, educational, and career-planning needs of the youth within their schools.

The need to refocus guidance program activities and to continually refine guidance within a programmatic framework is an ongoing process. The process of revision and refinement is critical if schools are to meet the changing needs of students, to meet state and federal initiatives related to educational and career planning, and to keep pace with advances in technology. To ensure that the Missouri Comprehensive Guidance Program Model continues to keep pace with increased demands, a complete revision of the total program was initiated during the 1996-97 school year. In keeping with the state philosophy, a task force comprising local school personnel played a key role in formulating the process and procedures to redesign and revise the total system, K-12. Although the Missouri Comprehensive Guidance Program is a state model, local districts have flexibility and are encouraged to modify it in order to meet local needs and demands.

WHAT IS THE MISSOURI MODEL?

Conceptual Framework for the Model

The Missouri Comprehensive Guidance Program Model has two major parts: structural and program. Within each of the two parts there are specified components which define the total program. The structural part consists of five basic components: program definition and philosophy, facilities, advisory council, resources, and staffing pattern/budget. The structural part of the model is primarily concerned with aspects of the program that do not involve direct contact with students but which are essential in the development and formulation of the overall design of the program. The Missouri Comprehensive Guidance Program has four major components which form the nucleus of the program: guidance curriculum, individual planning, responsive services, and system support.

For many counselors, the focus on guidance curriculum continues to be a major change within the existing program structure. The Guidance curriculum component consists of structured developmental experiences presented systematically through classroom and group activities. The primary purpose of the curriculum component is to provide students with knowledge of normal growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills.

The guidance curriculum is organized around three major areas:

1. Career planning and exploration
2. Knowledge of self and others
3. Educational and vocational development

These three areas become the focus for the curriculum component at all levels, K-12.

The individual planning component consists of activities that help all students plan, monitor, and manage their own learning, as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals and plans. The activities in this component are counselor planned and directed and are delivered on an individual basis by working with individuals in small groups or in advisement groups. Activities within the advisement groups are counselor planned and initiated and can be led by counselors, teachers, or other staff members.

The responsive services component consists of activities to meet the immediate needs and concerns of students, whether they require counseling, consultation, referral, or information. This component is available to all students and is often student initiated. However, it is not assumed that all students need to have counseling or consultation. While school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff is necessary for successful implementation of this component.

The system support component consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the areas of professional development, staff and community relations, consultation with teachers, advisory councils, community outreach, program management and operations, and research and development.

MISSOURI COMPREHENSIVE GUIDANCE PROGRAM DEFINITION

"Guidance and counseling is an integral part of each school's total educational program. It is developmental by design and includes sequential activities, organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The guidance program includes the following: guidance curriculum, individual planning, responsive services, and system support. The program is designed to address the needs of all students by helping them acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

While this definition is a part of the state model, local schools are encouraged to modify this definition or to develop a similar definition for use within their respective school districts.

ORGANIZING TO MAKE THE CHANGE TO A COMPREHENSIVE GUIDANCE PROGRAM

Four phases and 10 steps are involved in the transition to a comprehensive guidance program at the local level. The process requires the ability to envision the future and to invest a great deal of initial planning and effort. It also requires healthy doses of reality testing, optimism, and patience. The total process of restructuring a local district comprehensive guidance program, including the phase in/phaseout, can be expected to take a minimum of three years.

The challenge that districts face is how to make the transition from their current program to a program based on the Missouri Comprehensive Guidance Program Model. The organizational structure that is currently operational will remain in place while the new organizational plan is implemented. This, in reality, becomes the phase in/phaseout aspect of program redesign and implementation. This necessitates a team effort that requires full and direct support from the district policy-makers, including school board, superintendent, and building-level administration.

The challenge is worth the time and energy. Developing a comprehensive approach revitalizes the current program, making it more meaningful and responsive to changing student, school, and community needs. The steps, outlined as follows, will enable school counselors to manage the process of transition to a comprehensive and developmental guidance program. During the period of transition you must repeatedly ask these questions: "Where are we now?" " Where do we want to be?" "How can we get to where we want to be?"

These questions will apply to the structure and content of the district's comprehensive guidance program, as well as to the existing organizational structure and curriculum of the school. For change to occur in one aspect of the school program, change must also occur in other areas. Following is a detailed description of each of the steps that will need to occur during the period of transition.

MANAGING THE CHANGE TO A COMPREHENSIVE GUIDANCE PROGRAM

There are four phases in the change process.

I. Planning: Setting the stage for the work that is to follow. Tasks involve gaining the commitment of key people, learning about the Missouri Comprehensive Guidance Program Model, and making an assessment of the current program.

II. Designing: Envisioning the future. Tasks include developing a locally relevant program and an implementation plan based on the present and future needs of the district's students.

III. Implementing: Adopting the program and putting the implementation plan into action. Tasks include the formal adoption of the program by the Board of Education and achieving counselor job descriptions in which 100% of the counselor's time is devoted to the comprehensive guidance program of the district.

IV. Evaluating: Assessing the effectiveness of the program and reentering the planning phase of the vision.

Within the four phases are 10 steps which, when followed, will enable the district to successfully install a comprehensive guidance program. The steps are as follows:

PHASE I: PLANNING

Step 1. Establishing the vision: (a) organize for the work to follow, (b) select and meet with the steering committee, (c) understand change as a process.

Step 2. Building the foundation: (a) become knowledgeable about the Missouri Comprehensive Guidance Program Model, (b) develop a locally relevant district definition and philosophy of guidance based on the Missouri Model, (c) meet with administration and the Board of Education to gain support and authorization to proceed with the program planning and designing, (d) select and meet with advisory council.

Step 3. Assessing the current program: (a) conduct time and task analysis; (b) appoint work groups to conduct assessment of the current program, including internal and external factors and trends; (c) report findings and implications for planning.

PHASE II. DESIGNING

Step 4. Determining program direction: (a) complete the needs assessment process for students, teachers, and parents and, based on results, determine student needs to be addressed; (b)identify student competencies that address the need areas ranked highest on the Missouri Comprehensive Needs Surveys; (c) design the local program based on the results of the current program assessment and the needs assessment; (d) determine where competencies can best be achieved within the district's comprehensive guidance program; (e) reach consensus on priority areas to be established and identify activities that will be used to accomplish priorities; (f) categorize activities by the form programmatic components; (g) develop a job description that will enable counselors to fully implement the district's comprehensive guidance program; (h) determine staff development needs; (i) develop a districtwide comprehensive guidance program manual that can be used to ensure systematic and sequential delivery of the program to all students.

PHASE III: IMPLEMENTATION

Step 5. Obtaining Board of Education approval for the district's comprehensive guidance program: (a) present program to the board for approval, (b) initiate a plan for the reassignment of nonguidance functions, (c) conduct staff development activities.

Step 6. Managing the program: (a) implement counselor's job description, put budgetary procedures, program facilities, and resources in place, (b) establish master calendar of activities for each month of the year, (c) continue staff-development programs.

Step 7. Launching the program: (a) work with classroom teachers to implement sequential guidance curriculum for each grade level or grade-level grouping, (b) plan a media event to announce the implementation of the district's comprehensive guidance program.

PHASE IV: EVALUATING

Step 8. Monitoring program progress;

Step 9. Assessing counselor accomplishments;

Step 10. Measuring student competency attainment program time distribution.

If guidance programs are to be effectively developed and implemented, if restructuring is to take place, and if guidance personnel are to operate within the concept of a program, then they must be allotted the time to carry out the four major components of the program. The percentages that follow are based on the results of projects carried out in approximately 65 school districts, as well as results of additional studies conducted over the last 10 years. Districts are encouraged to manage their programs within the framework shown in Table 3.1.

Based on this suggested time distribution, it is the goal of the program to reduce the involvement of school guidance personnel in nonguidance tasks to 0%. However, it is also recognized, within the context of the program, that every member of the faculty has a responsibility to ensure the effective management of the school. Thus, "fair share" responsibilities, when equitably distributed among all faculty, are acceptable.

INVOLVEMENT OF OTHER KEY INDIVIDUALS IS CRITICAL TO PROGRAM SUCCESS

The success of the Missouri Comprehensive Guidance Program Model is based exclusively on its merits and the overall impact that comprehensive guidance will have within the school system. The successful infusion of the Missouri Comprehensive Guidance Program Model into 483 school districts throughout the state of Missouri has depended on the acceptance and endorsement of key groups and individuals responsible for directing the future of Missouri education. The road to statewide implementation began with the understanding, acceptance, and endorsement by the State Board of Education, the State Commissioner of Education, Department of Education leaders and the Missouri School Counselors Association. Additionally, to ensure that other groups became knowledgeable about the model, presentations were made to the Missouri School Boards Association, the Missouri Association of School Administrators, the Missouri Association of Elementary School Principals, and the Missouri Association of Secondary School Principals. The Missouri School Boards Association has included a policy statement

	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Elementary	35%-45%	5%-10%	30%-40%	10%-15%
Middle/Junior High	25%-35%	15%-25%	30%-40%	10%-15%
High School	15%-20%	25%-35%	25%-35%	15%-25%

Table 3.1. Time framework suggested for carrying out the four major components of comprehensive guidance.

relative to comprehensive guidance in its policy manual and the other groups have endorsed the Missouri Comprehensive Guidance Program Model.

If a program of this magnitude is to be successfully implemented, it must be a team effort involving other individuals in the school system. The building-level administrator is key to the success of the program. It is this individual who ultimately has the responsibility for the success of all programs, including comprehensive guidance. It is the responsibility of the administration, both at the district and building level, to become knowledgeable about the Missouri Comprehensive Guidance Program Model and to approve and support the local implementation plan.

If the guidance program is to be successful and meet the needs of all students, the administration will have to be responsible for the following: to make sure that adequate time and resources (finances, time, staff, etc.) are provided for counselors to develop the program; to support the necessary changes and restructuring during program implementation; to ensure that the school staff and the public are informed about the aims and purposes of the comprehensive guidance program.

Key to successful implementation of the district's comprehensive guidance program is the involvement of teaching staff. The involvement of teachers is critical; they should have the opportunity to volunteer, and they should be actively encouraged to participate in program planning and implementation. Counselors and teachers must work together as a team in order to plan and deliver the guidance-learning activities which are the basis of the curriculum component. Guidance learning activities must be presented in appropriate content areas, therefore the counselor and teacher, as a team, should decide when, and under what conditions, these units are to be presented in order to achieve maximum impact with the students.

Since the initial development of the Missouri Comprehensive Guidance Program Model in 1984 and throughout the continuous refinement, revision, and statewide implementation to date, the extensive involvement of hundreds of counselors, administrators, central office staff members, and counselor educators has been vital. The extensive involvement of local district personnel from across the state has ensured that the model is understood. The need for a comprehensive guidance program which will assist all students has become a reality throughout the state of Missouri.

Within Missouri's higher education system, there are 11 universities that have graduate programs offering a master's degree in school counseling. All of Missouri's counselor education programs now require course work in comprehensive guidance, based on the Missouri Model and its components. Additionally, plans are being developed to ensure that all education administration students have course work in the model.

As with most programs of this magnitude, it is essential to have an advisory group. The Missouri Comprehensive Guidance Program is no exception. Since 1985, the advisory group has played a key role in helping to establish program guidelines to develop inservice programs, to coordinate extensive program research, and to determine future program direction.

MISSOURI COMPREHENSIVE GUIDANCE AND THE MISSOURI SCHOOL IMPROVEMENT PROGRAM

The Missouri School Improvement Program is designed to promote excellence in the public schools of the state. The state of Missouri has a dual responsibility for the quality of education provided its citizens. First, it must ensure that all schools meet certain basic standards. Second, it has a responsibility to see that the schools continue to strive for excellence in an increasingly competitive world. The state's vision and expectation for quality schools are set forth in standards which are organized in three sections: Resource Standards, Process Standards, and Performance Standards. The standards and indicators that drive the Missouri Comprehensive Guidance Program Model are incorporated in the Process Standards. These standards are concerned with the qualitative dimension of schools and include standards on curriculum, instruction, instructional climate, learning resources, guidance and counseling, professional development, special programs, governance and administration, facilities and safety, and support services. Each of the Process Standards incorporates multiple criteria and cannot be easily quantified. Therefore, assessment of process standards is accomplished through an on-site review by a team of trained individuals. Each of the school districts throughout the state will have an on-site visit once every five years. It is through this process that guidance programs are reviewed against the standards and indicators that follow.

11.1A Structured developmental experiences are presented systematically through both classroom and group activities in grades K-12.

• 1. The guidance curriculum addresses students' needs in the areas of career planning and exploration; knowledge of self and others; and educational, vocational, and career development, including effective employment-seeking and employment-retention skills at grade levels 7- 12.

• 2. Based upon needs assessment data collected at least once every three years, the written guidance curriculum is developmental and sequential in nature and is articulated through all grade levels to ensure continuity of learning and the extension of skills, knowledge, and competencies.

• 3. Competencies to be addressed through the guidance curricu-

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lum and other aspects of the comprehensive guidance program have been identified and prioritized based on needs assessment data obtained through a survey of students, staff, parents, or guardians administered every three years in grades 4-12.

11.1B Students are provided opportunities to develop, monitor, and manage their educational and career plans through a structured, systematic, individual planning system.

• 1. Activities and procedures provide a comprehensive program of career awareness and exploration in grades K-12.

• 2. A system for individual planning (which includes the necessary forms and procedures and begins no later than seventh grade) provides assistance to students, in collaboration with parents and guardians, to develop educational and career plans. It includes assessment, advisement, and identification of short- and long-range goals.

• 3. Educational and vocational information resources are readily available to students.

11.1C Students have access to responsive services that assist them in addressing issues and concerns that may affect their personal, social, educational, vocational, and career development.

• 1. Responsive services, which include individual and small-group counseling, crisis counseling, and referral to other agencies or professional resources, are provided to students as needed.

• 2. The district has board-approved policies and procedures to be followed when referring students to outside agencies or resources.

• 3. Consultation is provided to teachers, administrators, and parents or guardians regarding individual student's academic progress and personal/social concerns.

11.1D Management and support activities are in place for implementing the comprehensive guidance program.

• 1. Information and assistance is provided to teachers, administrators, and parents relative to individual student educational progress and personal/social concerns.

• 2. School counselors inform students, staff, the Board of Education, and school district patrons about the guidance program's purposes and practices.

3. School counselors (grades 7-12) periodically interact with or visit community agencies, work sites, personnel in business and industry, and postsecondary training facilities to stay current with various employment and training needs.

11.1E A guidance program is implemented in each attendance center and appropriate structures and procedures are in place to evaluate the districts guidance program.

• 1. A written, districtwide procedural plan which contains a definition of the guidance program, a statement of program philosophy, identified competencies, service delivery activities, and procedures for evaluating the guidance program has been adopted by the Board of Education.

• 2. Guidance facilities, equipment, and resource materials needed to implement the guidance program are provided. The guidance facility provides for privacy.

• 3. An advisory committee, comprising school and community members, has been established. It reviews the guidance program's activities and is actively functioning.

4. School counselors are evaluated using a performance-based format which is based upon job descriptions designed around the district's comprehensive guidance program.

5. The district's comprehensive guidance program is coordinated by a person with school counselor certification.

6. Ethical, legal, and professional standards for school counselors are included in the district's procedural guidance plan.

**Note: Those indicators identified with a black dot must always be addressed within the written report and will be utilized in determining the degree to which the district is meeting the intent of the program. Relevant information in relation to non-black-dot indicators should also be included in the report.

CONCLUSION

School counselors have a responsibility to provide a comprehensive guidance program, with appropriate content and structure, that will address the needs of all students in grades K-12 within the school system. To facilitate this, counselors must work closely with administration, teachers, staff, and parents in order to enhance their effectiveness in working with students. School counselors have to assume a major responsibility to ensure a quality, comprehensive guidance program which centers around the following:

1. Teaching and implementing the appropriate curriculum and guidance learning activities to meet the identified needs of students;
2. Guiding and counseling, both individuals and groups of students, through the development of educational and career plans;
3. Counseling both small groups of students and individual students with problems;
4. Consulting with teachers, staff, and parents regarding the developmental needs of students;
5. Referring students with severe problems to appropriate commu-

nity resources after consultation with appropriate parties;

6. Participating in, coordinating, or conducting activities which contribute to the effective operation of the school;

7. Evaluating and revising the building guidance program;

8. Pursuing professional growth opportunities.

Through the continued refinement and implementation of "Missouri Comprehensive Guidance: A Model For Program Development, Implementation and Evaluation," we have found an effective means to ensure that there will be quality guidance programs—developmental and systematic by design—in schools throughout the state of Missouri. Emphasis on guidance as a program is a way to demonstrate that schools are committed to ensuring the future success of all students.

A key concept, both at the state level and the local level, is the process of "continuous improvement"—going about the process of strengthening the program and making it better and better, day by day. If this is accomplished, we will truly help our youth meet the challenges that they will face in the years to come.

CHAPTER 4

Comprehensive Guidance Program of the St. Joseph District

MARK HARGENS
JUDITH K. FUSTON

The St. Joseph School District is located in Buchanan County in the northwest part of the state of Missouri. The city of St. Joseph covers 44.6 square miles and has a population of 71,852 residents; Buchanan county has 83,083 residents. The school district routinely serves 12,000 to 12,500 students in 18 elementary schools, 4 middle schools, 3 high schools, and 1 vocational technical school. The city population could best be described as predominately working class with a long history of manufacturing employment. St. Joseph is historically best known as the place where the Pony Express began and Jesse James ended.

In the early 1980s, schools in the St. Joseph School District were experiencing a recession in educational funding and a decline in enrollment. This was a time of financial retrenchment and a general questioning of what was important to provide in the schools. Against that backdrop, a group of counselors began meeting to assess what they were doing and its importance to the educational process. It quickly became apparent that across the St. Joseph District, schools were not providing the same guidance services. Some provided personal counseling programs; others provided only academic advisement to students. There was neither a common vocabulary among counselors nor an agreement on what counselors should be doing. Guidance personnel agreed that this was not a good situation and decided to begin a process of defining guidance and counseling in the district.

The decision to want to change was a major step we stumbled into inadvertently. Dr. Norman Gysbers talks about the change process in his book Improving Guidance Programs (Gysbers & Moore, 1981) and notes that deciding to change is the first step of the change process.

This first step led us into a three-year program that involved assessing our program, deciding to adopt a new program model, and moving through the transition to the new model. It was not a quick or easy process.

We formed working subcommittees that had differing responsibilities. One subcommittee was responsible for developing and initiating a study to get a true assessment of how counselors were spending their time. A second subcommittee was formed to visit other school districts known for having good guidance and counseling programs. A third subcommittee held a series of counselor meetings in which counselors were asked to identify services and activities that were needed but not provided by our counselors. All of this information was then assembled and given back to the general committee composed of counselors, parents, administrators, and school board members.

From this data, a picture began to emerge of what St. Joseph wanted as a comprehensive guidance and counseling program. Some of the central tenets agreed upon for our program were the following: (a) it should provide benefits to all children, (b) it needed to be developmental from kindergarten through 12th grade, (c) it needed an effective curriculum, and (d) it needed structure and a shared descriptive vocabulary.

With these tenets in mind, we initiated a guidance program described in great detail by Gysbers and Henderson (1994). This program organizes the comprehensive guidance program around four components: a curriculum component, an individual planning component, a responsive services component, and a systems support component.

The model described above was adapted by the state of Missouri and published as the Missouri Comprehensive Guidance Model in 1986. In this model, there is an effective curriculum for students K-12. There is also an individual planning component where students are presented with relevant information and assisted in making educational or vocational decisions. A responsive services component continues to provide counseling, referrals, and consultation to students with problems or concerns. Systems support refers to all the duties a counselor needs to complete in order to keep the comprehensive guidance program functioning smoothly.

Our adapted model also required a serious look at what activities would be provided under each component and what percentage of time would be allocated for each component. Our original program and time allocations are shown in Table 4.1 (Hargens, 1982).

This model has been updated regularly. A total revision was completed in 1993 and included changes in activities and time allocations as shown in Table 4.2 (Fuston, 1993).

The great thing about this model is that counselors are in charge of their own program. It is flexible and can be altered or revised regularly. It provides a framework for discussing counselors' roles with administrators, school board members, and the public. Most important, it allows all students to receive the expertise of a guidance counselor.

A guidance curriculum is often a new concept to many counselors

PERCENT OF TIME ALLOCATED

	E.S.	M.S.	H.S.
Curriculum Component	35%	25%	15%
Classroom and large-group presentations			
a. Guidance curriculum	x	x	x
b. Drug/alcohol curriculum	x	x	x
Individual Planning	10%	20%	30%
a. Educational/vocational counseling	x	x	x
b. Placement			x
c. Advisement		x	x
d. Career counseling (individual)		x	x
Responsive Services	45%	40%	30%
a. Consultation	x	x	x
b. Personal counseling (small-group/individual)	x	x	x
c. Out-of-district referrals	x	x	x
d. Crisis counseling	x	x	x
Systems Support	10%	15%	25%
a. Registration		x	x
b. Research	x	x	x
c. Testing		x	x
d. Orientations		x	x
e. Inservice	x	x	x
f. Scholarships			x
g. Curriculum-development support	x	x	x
	100%	100%	100%

Table 4.1. Original program time allocations.

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PERCENT OF TIME ALLOCATED

	E.S.	M.S.	H.S.	V.T.
I. Curriculum Component	25%	20%	15%	10%
Classroom and large-group presentations				
a. Guidance curriculum	x	x	x	x
b. Drug/alcohol curriculum	x	x	x	x
II. Individual Planning	5%	15%	30%	40%
a. Educational and vocational counseling	x	x	x	x
b. Placement			x	x
c. Advisement			x	x
d. Career counseling (individual)		x	x	x
III. Responsive Services	60%	50%	35%	30%
a. Consultation	x	x	x	x
b. Personal counseling (group/individual)	x	x	x	x
c. Out-of-district referrals	x	x	x	x
d. Crisis counseling	x	x	x	x
IV. Systems Support	10%	15%	20%	20%
a. Registration		x	x	x
b. Research	x	x	x	x
c. Testing		x	x	x
d. Orientations		x	x	x
e. Inservice	x	x	x	x
f. Scholarships			x	x
g. Curriculum-development support	x	x	x	x

Table 4.2. Revised program time allocations.

(Gysbers, 1990). Our model identifies competencies at each grade level. Those competencies are then turned into learner outcomes that can be measured. Individual counselors can choose to address the competencies through purchased materials, homemade items, or whatever else they can think to try. Each counselor then goes into classrooms for a specified amount of time to deliver the curriculum. Examples of our curriculum's competencies follow:

Kindergarten

Objective 1: I understand and like myself.

Learner Outcome: I can illustrate and name three things about myself that are unique and special.

Objective 3: I know how to listen.

Learner Outcome: I will state and apply the rules of group discussion and model appropriate listening skills.

Objective 5: I know what drugs are and what they do to people.

Learner Outcome: I can name four drugs and can tell if they are harmful or helpful.

Fifth Grade

Objective 1: I know some things that cause stress in life.

Learner Outcome: I can list three things that cause stress in life.

Objective 3: I understand my friends and classmates.

Learner Outcome: I can demonstrate an understanding of another person's point of view.

Objective 5: I understand people who are different than me.

Learner Outcome: I can identify four groups of people who are different than me. I can describe my experience with being different.

Eighth Grade

Objective 1: I know how to explore careers in which I may be interested.

Learner Outcome: I can identify three careers I might be interested in and tell why I am interested.

Objective 3: I understand how my thoughts and feelings affect my behavior.

Learner Outcome: I can describe a past situation where my thoughts and feelings led to unacceptable/acceptable behaviors.

Objective 5: I respect other people even though they may be different.

Learner Outcome: I can discuss differences in cultures and religions with others in a respectful manner.

Twelfth Grade

Objective 1: I know how to develop a career plan.

Learner Outcome: I will develop a five-year career plan including a specific career choice and the education/training necessary to achieve that choice.

Objective 3: I know how to obtain scholarship and financial-aid information.

Learner Outcome: I can show others how to access scholarship and financial-aid data from any institution.

Objective 5: I know what my goals are and the value of these goals.

Learner Outcome: I will state my goals in my five-year career plan.

Development of delivery of the guidance curriculum continues to allow expression of individual counselor talents. Some elementary counselors use hand puppets, others use storytelling or songs. The medium does not matter as long as the particular competency identified for a grade level is addressed. This flexibility is very necessary for counselors who, by their nature, are often very creative and talented. This is true for counselors of all grade levels.

SUCCESSFUL OUTCOMES

Need for Counselors

In the 10 years we have been using this model, St. Joseph has chosen to hire an additional 11 counselors. Schools in the district received State Department of Education grants to fund the positions in the beginning, then slowly absorbed the cost through local funds. Most of these were at the elementary level as few were employed when the model program was initiated.

Paraprofessionals were added in the high schools to work individually with students on career exploration, college searches, and financial-aid information. These people, one at each high school, were funded through the AmeriCorps program, President Clinton's "internal PeaceCorps." Besides providing human resources, this grant brought technology and guidance materials to the high school counseling offices. Secretarial help was added at the high school levels and middle school levels to help reduce paperwork.

Counselors are considered indispensable by teachers and administrators. We experienced another round of budget cutting in the early 1990s and instead of talking about reducing the guidance and counseling department, talk centered around increasing it. The district goals of reducing the dropout rate and encouraging healthy children have increased the vitality of the counselor's role.

Technology

Because so much of the work demanded of high school guidance personnel involves records, and because the department is always looking for a way to "work smarter," a group of counselors was encouraged to research computer programs that could streamline record keeping, make information instantly available, and be time efficient.

After a year of demonstrations and heated conversations, a computer program that could offer this to the high school/middle school setting was chosen. Two years later, St. Joseph counselors had state-of-the-art hardware on their desks. They use a state-of-the-art computer program (SASI-XP) to make schedule changes, view health- and discipline-related concerns, understand attendance concerns, and gather a holistic picture of a student instantaneously. These counselors are working smarter through technology.

The guidance department has never been closer than we are now—only a keystroke away! Thanks to a fiber-optics network, all buildings in the district are connected, allowing department members to communicate through the "Quick-Mail" system. Meeting notices, general information, and staff-development opportunities are but a few categories of news that can be disseminated through the Quick-Mail system. Counselors can also provide consultation to one another on difficult cases.

Technology has provided the high school career centers with the ability to be connected to the world. Working through the Internet, students can connect with colleges, community colleges, trade schools, etc. Costs, prerequisites, and other pertinent information can be transmitted instantly. Through the magic of CD-ROM, students can learn about thousands of careers and even be interactive with folks who do that particular work. Computer programs connected with closed-circuit television allow the whole school to view career information daily. Working smarter is personified daily in the career centers of the St. Joseph School District. (We are also working to keep the centers open a few evenings a week so that parents can use the available technology.)

SPECIAL AT-RISK PROGRAMS

Elementary School

1. "KIC"

Designed for children in grades 4-6, KIC (Kids in Charge) is an after-school training program featuring an individualized curriculum to improve skills for students who may go home to an empty house. These include general home safety, neighborhood safety, cooking safety, nutrition, food preparation, hygiene/health, dental health, clothes care, self-evaluation, and review. Parents have praised KIC for its training value in important life skills. More parents are becoming involved, helping with tutoring and fund-raising activities. Started by an elementary counselor and a preschool teacher three years ago, KIC has now expanded to eight schools.

2. "FLASH"

Designed for children in grades K-3, FLASH was a collaborative effort of an elementary school counselor and a school nurse. Together, they planned lessons that taught low-income students the skills of hand washing, diet planning, proper dressing, hygiene, and other health-promoting activities. Originating in one school, FLASH is now replicated in several of the district's elementary buildings. Community dollars have helped fund this program.

3. Peer Helpers

Found in many elementary buildings, peer-helping groups match academically challenged students with their socially adept, academically achieving peers. Designed by an elementary school counselor, this program features up-front training for the "helpers" and ongoing support for them. It also offers staff development for teachers on ways to best realize the benefit of peer helpers.

Middle School

1. "Choices"

By cofacilitating with a staff member from the Y.W.C.A., middle school counselors provide Choices groups. The purchased curriculum teaches small groups of adolescents such skills as decision making, understanding and predicting consequences, and self-appreciation. This eight-week program, paid for by a grant submitted by the Y.W.C.A., gives middle school girls the opportunity to bond with caring adults and peers.

2. "Natural Helpers"

The Natural Helpers program is based on a simple premise: Within every school an informal helping network exists. Students facing problems naturally seek out other students whom they trust. They seek them out for advice, for help in getting assistance, or just for empathetic listening. The Natural Helpers program utilizes this existing helping network and provides training to students and adults who are already serving as informal helpers. It gives them skills to more effectively help others. Natural Helpers includes a cross section of students that are identified and selected by schoolwide student surveys. After the helpers are identified, they are invited to participate in a training workshop. The training covers communication and decision-making skills, information on major problems facing students, and awareness of their limits as helpers. It helps them to listen empathetically and to help others make their own choices. Then they work in a variety of roles within the school such as providing one-to-one listening, tutoring, support and referral, and guidance.

High School

1. Career Awareness

Working with an AmeriCorps career technician, the high school counselors provide seminars on careers to students with similar interests.

Using video, CD-ROM, closed-circuit television, and computer programs, counselors educate students on types of post-high-school training needed, aptitudes best suited for that career pathway, and job and career possibilities. Connecting school to work seems to be a message many at-risk youth really understand.

2. Pride

These groups bring together students who have concerns with substance abuse. Counselors receive facilitator training. Usually a Pride group is cofacilitated by a teacher and a counselor. Pride groups begin in the seventh grade and are offered throughout high school.

CONFLICT MEDIATION

Long before Missouri passed special safe-schools legislation, counselors in St. Joseph, Missouri started working systematically to help make schools safer. The skills of conflict resolution are taught to every student. Counselors have been trained in conflict mediation and have, in turn, trained school staff and students. Most elementary schools in town have active conflict-mediation programs. Middle school counselors were the first to be trained and to initiate formal mediation in the school setting.

Since the fall of 1994, high school counselors have been working to bring mediation to secondary schools. Through a program called "Project Peace," teachers, vice principals, and students from the city's three high schools have worked together to learn the necessary skills to become competent mediators. School officials have been trained by administrators from other districts, and in the spring of 1996, formal conflict mediation was a discipline alternative in St. Joseph high schools.

This is another important piece in the crisis-management puzzle. St. Joseph counselors were so skilled at this, that in the summer of 1995, the Missouri Department of Health and Safety contracted with the guidance department to teach others in Northwest Missouri these important skills. That summer, St. Joseph counselors trained over 300 people in the process of conflict mediation and the personal skills of conflict resolution.

COMPREHENSIVE CRISIS MANAGEMENT

As a counseling department, we have studied various facets of crisis management. We have developed crisis teams in all our schools and have learned (through reading and practice) how to deal efficiently and systematically with a crisis. We have studied adolescent suicide and childhood depression and have learned to recognize, find help for, or react to affected students. Our counselors are available to all St. Joseph schools in times of crisis; they are also available to schools in the surrounding area. Dealing with crisis is one of our hardest jobs, but we have been trained to handle it. Help provided in this area by the Missouri School Counselor Association has been invaluable.

Inservice

Systematic professional development is provided for all counselors. Decisions on topics come from surveys and ideas generated by counselors. Recently, our counselors have had the opportunity to attend inservices, including the following: "How the Grief Process Works," "Suicide Prevention," "Childhood Depression," "Sexual Harassment," "Stopping Violence," "Drug and Alcohol Group Training," and "Operating the SASI Software." There are also monthly counselors' meetings and a mentoring program for new counselors.

Budgeting

Although schools of the St. Joseph School District have continued to increase the number of counselors on staff, they have been less enthusiastic about increasing the budget for materials and supplies. As a result, our counselors have become very adept at finding other ways to get the items they need. For example, a community collaboration of youth-serving agencies, the St. Joseph Youth Alliance, paid for conflict-mediation training for students and staff and for peace-education materials.

Often, elementary counselors want to run groups that require large quantities of materials. The Kids in Charge program is an excellent example. This after-school club teaches children, who find themselves home alone, safe ways of coping. Once again, the St. Joseph Youth Alliance provided funding—first for one school and then for any school that showed an interest in having the program.

Through a large federal grant from AmeriCorps, the department was able to fund not only a state-of-the-art career center but career technicians to run them as well. Timely materials, an attractive setting, a knowledgeable assistant—all these things have been made possible through this federal grant.

Professional development and "Safe and Drug-Free School" dollars have also helped the counseling department. Yearly, many go to the Missouri School Counselors Convention with their way partially paid by the professional-development budget. Recently, Safe and Drug-Free School money has allowed counselors to learn more about the "Love and Logic" philosophy. Speakers have come to St. Joseph, counselors have traveled to conferences, and books, tapes, and manuals have been purchased and distributed. This collaborative effort has greatly enhanced the expertise of the department.

St. Joseph is a wonderful school district, but it is not wealthy. Unfortunately, many innovations take dollars. Often, things happen because grant money is pursued—AmeriCorps Grant (Federal), At Risk Grant (Department of Elementary and Secondary Education), Project Peace (privately funded), and Project PAYOFF (state dollars). These grants have been written for the department at the district level.

However, many counselors write grants to fund programs at the building level. We have been successful and it has allowed our program to grow.

SPECIAL PROBLEMS

Thank goodness for diagnostic consultants! In the St. Joseph School District a decision was made to have professionals manage the referral and testing process for special education. This allows the counselors to be free from a duty that, in many districts, consumes 50% of a counselor's time. Counselors still attend many conferences or I.E.P. meetings that include discussions of services we presently offer or can potentially offer.

In many of our schools, individual counseling time was reduced and that time reallocated by the counselor-to-the-curriculum component. This created a need for more efficient yet effective ways of handling student concerns. A need for group counseling became apparent. Yet, many of our more experienced counselors were not comfortable with that delivery system. This spawned a series of inservices that focused on how to facilitate groups. These inservices were provided by local practitioners who provided group counseling for mental-health agencies. Today we run groups in collaboration with a variety of community agencies.

The biggest challenge to our model came from the high school level. Counselors there were spending inordinate amounts of time with registration, advisement, and course selection. A great discussion ensued about whether or not those responsibilities should be a part of the counselor's role. After much debate, we agreed to keep those activities and to focus on reducing the amount of time spent on them. This continues to be a challenge, although technology has helped us bring the time spent closer to our goal. We have completed a fiber-optic system within and among all of our schools. Additionally, we have adopted a software program that allows counselors to directly type in a student's curriculum choices as they talk to them about their career-related classes. This has reduced paperwork, bubble sheets, computer lists, and the time spent on these activities.

Getting any educator, let alone counselors, to think about evaluation of their program is a challenge. Several methods have been used, including a teacher- and student-satisfaction survey, knowledge evaluations of curriculum units, student pre- and post-questionnaires and, of course, supervisor evaluations. This area is perhaps still the weakest part of our program, with not enough attention to the details. It continues to be a major challenge.

St. Joseph counselors were part of the solution—and yet some were also a part of our problem. Some counselors want only to provide individual and group counseling. Others feel comfortable acting only as educational adviser to students. It was, and is, a real challenge to convince these counselors that a more balanced approach reaps significant dividends. Thus, student needs are better met, and all students receive benefits from the program.

ADVICE TO NEW IMPLEMENTERS

Do not simply accept a guidance model from another district and implement it at your school. It is important to your counselors that they have a hand in analyzing their present program, dream about what could be, and plan for a new program. Counselors resist a prepackaged program that they had no part in planning. Each school district has its unique characteristics that require a difference in programs. Cookie-cutter programming is not acceptable.

On the other hand, counselors need exposure to comprehensive models for guidance programs. This particular model offers a very balanced approach to the services that counselors could and should offer. It offers individuality in the curriculum, group and individual counseling, and a variety in career and educational planning. It only specifies competencies, not how to accomplish those competencies. For example, schools in your district may have a problem with excessive violence. Under this model you might address that in the curriculum or perhaps in group counseling. Schools in every district want students to understand and express their feelings. This might be a common curriculum unit in the counseling curriculum of all schools. The choice of what to address and how to address it is yours.

Take your time. This is a multi-year project. Even after you have it fully developed, you will find yourself changing it as your students' needs change. By taking your time and getting counselors to work on it, they will begin to develop an ownership of their program. With the ownership will come a common vocabulary and a greater understanding of their role. Activities are not just "things to do," but are part of a larger plan to meet the needs of students and their school.

PLANS FOR THE FUTURE

There are many things we would like to improve upon. Technologically, we need to maintain focus on improving connectedness among counselors and with community agencies for assistance, consultation, and information sharing. Constant inservice on new software will be required. We can envision a time when school counselors will be provided with a consulting service or maybe even a high level of supervision through technology. We must also continue researching ways whereby students and parents receive the benefits of more information about educational choices and careers.

Like all of you, we are consistently trying to minimize time spent on nonguidance duties. Often, administrator and teacher expectations of the counselor fall into this area. This problem is more acute at the high school level and middle school level where counselors served many years in various roles before our comprehensive program was instituted. The expectation that counselors should be available at any time, that counselors should serve as registrars, and that counselors should spend more time with paper than people, is hard to break. However, a unified counseling department and an administration that supports a comprehensive program is slowly moving forward.

Finally, there is a realization that counselors cannot go it alone. In St. Joseph we are encouraged to collaborate with other agencies, businesses, school programs, and parents to bring resolution to some of the larger community issues. For example, the dropout rate couldn't be lowered without working with social service agencies, businesses that hire, Adult Basic Education, and parents of at-risk students. In other areas, community support must be pursued and obtained to maximize the counselor's effectiveness in dealing with a problem like abuse, alcoholism, and suicide.

CELEBRATING SUCCESS

Take time to celebrate success. Our dropout rate went from a four-year cumulative rate of 26.5% to 15.9% in the last eight years. Counselors had a big role in this improvement. The number of violent incidents in St. Joseph schools has declined due to active conflict-mediation programs. Counselors had a big role in this improvement. Our schools had no organized method of handling crises until four years ago when they received a manual and training for their staff. Counselors had a lead role in this improvement. Students had little access to career or college information until centers were organized three years ago to provide comprehensive video, computer, and print sources plus a staff member to lead them through it. Counselors had a lead role in this improvement. Get the idea? There has been much success that we must tell each other about and celebrate!

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The Comprehensive Guidance Program at Cassville, Missouri

GAYLE FIELDS
PATRICIA MANLEY

Located in the heart of the Ozarks, Cassville is a rural school district of approximately 300 square miles in the southwest corner of Missouri. The Cassville School District is located in one of the fastest growing areas in the state and encompasses a diverse economic mix of farming, tourism, manufacturing, small business, and a growing poultry industry. Although excellent educational opportunities are available to the students, it is one of the state's lower socioeconomic regions. The district has a very mobile population which makes it difficult for students to attain a solid educational foundation. To help compensate for this mobility, the schoolwide curriculum and Comprehensive Guidance Program are designed to be both developmental and sequential. As the Comprehensive Guidance Program moves statewide, students who move from district to district will no longer lose out.

With the adoption of the model at Cassville, students and parents have become aware of the fact that the administration and counseling staff are committed to providing a program which will create a meaningful educational experience for every student.

During the 1985-86 school year, the Cassville R-4 District was contacted by the Guidance and Placement Section of the Missouri Department of Elementary and Secondary Education and asked to serve as a pilot school in the implementation of Missouri's Comprehensive Guidance Program Model on the secondary level.

In addition to the framework and components already developed by the Guidance and Placement Section of the Missouri Department of Elementary and Secondary Education, counselors from the pilot schools were to gather information and construct classroom guidance curriculum units. These units were later edited and placed in activity kits to support the development of guidance curricula at the local level. These activity kits were then made available to counselors throughout the state.

After the success of implementing the program on the high school level, the state developed the middle school and elementary school components. Cassville Middle School and Eunice Thomas Elementary School were asked to serve as pilot schools in the implementation of the second phase as well.

ATTRACTIVENESS OF THE MODEL

Unlike many schools who adopted the model after seeing the benefits attained by the pilot schools, Cassville, as a pilot school entered into the program only to find out later that we were helping to develop a comprehensive guidance model that would reform guidance programs throughout the state of Missouri.

When we entered the program we felt that we had a strong guidance department. We soon realized, however, that although we were working very hard to present career materials, work with the college bound, and help students chronically in need of personal counseling, we were, in reality, missing a significant percentage of the student population. During the first meeting we participated in, expectations for implementing the model were discussed and we quickly realized that our guidance program was running us. Rather than taking time up front to lay out a comprehensive plan and develop a schedule to accommodate the plan, we spent most of our days responding to individual student, teacher or administration requests. In essence, we were putting out fires with a squirt gun. We found that we were not alone but, in fact, this was a pervasive problem common to all of the pilot schools. The model offered an alternative by providing a framework for guidance programs statewide. The model enables counselors to deal with such issues as accountability, effective time management, increasing the number of students served, clarifying the counselor's role, and establishing a clear-cut way to evaluate the effectiveness of the program. The model provided structure, yet allowed us to assess the needs of our students and design a program to meet those needs.

One of the most attractive aspects of the comprehensive model for Cassville was the curriculum component, as it allowed us to provide information in group settings rather than individually by request. As a pilot school, we were asked to do a needs assessment to determine the specific information needed by our students. Once this task was accomplished, we designed relevant curriculum units to use in the classroom setting. Although we were initially concerned about the time expenditure involved in doing the needs assessment and developing and presenting the curriculum units, we actually found that we had a reduction in the amount of time needed to cover such topics as college admissions procedures, information on careers, and job-readiness skills. In addition to reducing what would have otherwise been a repetitious method of disseminating information, it enabled us to reach a larger audience.

Classroom presentations allowed us to become more visible and ultimately more approachable. As a result, those students who we had not previously been serving felt comfortable in seeking our help.

Another very beneficial aspect of the comprehensive model was that it definitely clarified the role of the counselor. Prior to the development of the model, counselor training programs themselves were very diverse, giving counselors only a vague understanding of what their duties should encompass. In the past, many graduate programs focused primarily on personal and crisis counseling with little emphasis on developing a suitable program for a school environment. Thus, much of our training was not geared to prepare us for what we were expected to do. As a result of the implementation of the model, many graduate programs now include the comprehensive guidance model as part of their counselor education program.

The diversity found in counselor training gave counselors and members of school districts little idea of what a counseling program should entail. Thus, each program had a different focus. Without a clearly delineated role, counselors fell into many nonguidance activities such as substituting and performing quasi-administrative tasks and secretarial duties. Although the model presented many responsibilities for counselors, it also indicated those duties that were clearly outside the realm of guidance.

We found that a clearly defined role provided administrators and counselors with a yardstick to measure accountability and program effectiveness. The model's standards provide for uniform guidance standards throughout the state. This enabled us to have the flexibility to design our own program within a framework. A common framework provides a uniform means with which to hold counselors and guidance programs accountable. Prior to the model's implementation, it was difficult to assess accountability because much of what counselors did was with individual students. Now, with the model guidance program in place, we no longer struggle to prove our accountability; our presence in the classroom allows us to reach more students, as well as being a more visible part of the total school curriculum.

As a result of using the Comprehensive Guidance Program Model statewide, guidance programs at the local level are assessed by the same set of uniform standards. Although the state does not require us to be a part of the model, most schools participate in order to meet statewide standards established as a part of the Missouri School Improvement Program. The statewide evaluation process gives recognition to guidance as an integral part of the total school, not as an ancillary service. Schools that do not have adequate guidance services available within their guidance program are given a written notice of reprimand. This, coupled with other areas of deficit, can result in a school's loss of overall accreditation.

Obviously, the ability to serve a larger clientele of students coupled with a clear-cut definition of counselor role and accountability are some of the definite pluses resulting from the implementation of the model. An equally important advantage is found in the area of time management.

One of the initial phases in the adoption of the model required counselors to do a time and task analysis to determine how their time was being spent. The results of this process allowed us to analyze what we were doing and develop more effective methods of utilizing our time. Many counselors balk at the idea of implementing the model because they are already overwhelmed with work. They feel, as we initially did, that the model would add extra responsibilities, causing additional time expenditure. We found, however, that the model enabled us to restructure our existing program, and, in so doing, we actually saved time due to the classroom curriculum units and group activities that we were able to add. The only additional time expenditure occurred in the initial phases of implementation. Ultimately, after our initial curriculum planning, organizational time was virtually cut in half. As we moved from a delivery system which focused on meeting the needs of individuals to offering classroom units, we were not only saving time, but we were making ourselves more accessible to students who had never sought our help before.

ADOPTION OF THE MODEL

As a pilot school, Cassville was selected by the Department of Elementary and Secondary Education to field-test the Missouri Comprehensive Guidance Program Model. Despite the fact that we were asked to serve as a pilot school, the steps we took to gain adoption of the model were not unlike those taken by any other school.

In order to implement the program, we first obtained permission from the administration to attend the initial informational meeting. Participation in the project required that both counselors and building principals attend. Although it seemed insignificant at the time, the requirement that administrators attend turned out to be one of the most important aspects of the entire program.

In the initial meeting, each of the four program components of the model was discussed in detail. Counselor responsibilities, as they related to the model, were clearly delineated. Information presented at the meeting allowed our principal to see the requirements of a total guidance program. After the program, he expressed that although he had been very pleased with our existing program, he previously had only a vague notion as of the demands placed on counselors. Due to his newfound awareness of these demands, he understood the importance of not assigning nonguidance tasks to counselors. He realized that to comply with the model, we simply did not have time to do extra tasks. He also saw the importance of providing clerical assistance for our department.

Upon our return, we made arrangements to present to the Board of Education our plan to implement a comprehensive guidance program based on the information we had received. It was essential to gain approval by the Board of Education, as the implementation of the model would virtually restructure the existing guidance program. The board seemed particularly interested in the curriculum component of the project because it would enable us to reach a wider cross section of the student body. The Board of Education had always been very supportive of our program and was pleased with our willingness to be a part of statewide guidance reform.

After gaining board approval, one of the first phases of implementation was to do a thorough time and task analysis. This enabled us to see if we fit within the time allocations recommended by the comprehensive guidance program. The results of this time and task analysis are indicated in Table 5.1.

In analyzing our time and task analysis results, we found that at the high school level we were spending the bulk of our time in the responsive services area. One of our main concerns in implementing the model was that the time spent on curriculum units would take us away from those students who were really in need of help. A further analysis of the number of those students served through individual counseling sessions revealed that several students, through multiple visits, were taking up a disproportionate amount of counselor time. Although we were very busy every day, we were only serving the needs of a small percentage of the actual student body in the responsive services area. We found that the curriculum units we developed, especially those addressing such topics as self-awareness and communication skills, were enabling us to cover issues that often became one-on-one sessions. Providing information in a group setting allowed us to reach a larger cross section of students. In one respect it decreased the number of potential individual conferences; in another respect, it made students who were uncomfortable

Time and Task Analysis Prior to Model Implementation

	High School	Middle School	Elementary
Guidance Curriculum	15	15	35
Responsive Services	35	25	20
Individual Planning	30	25	25
System Support	15	15	10
Nonguidance	5	20	10

Table 5.1. Results of the time and task analysis that was undertaken as one of the first steps toward implementation.

about seeking help more willing to come in. The net result was a streamlining of the responsive services component. Although we do fall within the appropriate time guidelines in each component, our responsive services remain at the upper end of the scale while our guidance curriculum falls at the lower end of the recommended time allotment.

Although the initial steps of gaining adoption of the model were easily accomplished, some obstacles remained. In order for the program to operate successfully, we realized that we would need to employ additional counselors and acquire secretarial help. Though we were not given this extra help when we initiated the program, the success of the model guidance program coupled with the growth of the district enabled us to justify the need for the additional personnel. When we entered the program in the 1985-86 school year, we had three counselors assigned to cover the K-12 population. Since that time, we have added three additional counselors and one full-time secretary. We still are in need of a full-time psychological examiner and additional secretarial assistance.

HOW DOES THE PROGRAM FUNCTION?

The Cassville Comprehensive Guidance Program is developed around a framework comprising the following: guidance curriculum, individual planning, responsive services, and systems support.

Guidance Curriculum

One of the most beneficial aspects of implementing the program was in the development of the curriculum component. It was the catalyst that compelled us to revamp our guidance philosophy and better align our K-12 guidance program. The result of implementation was a comprehensive and sequential guidance system.

In developing our curriculum, the first step was to assess student needs in each division of the K-12 population. Once the needs were assessed, curriculum units were developed to address student needs. Other units were added to address relevant topics not indicated on the needs assessment. K-12 counselors then met to ensure that those topics relevant to all divisions (i.e., career development, self-awareness, drug and alcohol information) were covered in a comprehensive manner.

Curriculum alignment is formally reviewed every three years to coincide with administration of the Missouri Comprehensive Student Needs Survey. Informal curriculum revision occurs on an ongoing basis as relevant topics are added to the guidance curriculum.

In carrying out our program and in meeting state guidelines, counselors are in the classroom on a regular basis. We appreciate our faculty and work with them to ensure that our visits to the classroom are compatible with their scheduled activities. Our teachers are very complimentary and supportive of our counseling program. In order for the guidance component to be effective, this type of rapport with teachers is essential. In essence, they make this aspect of our program work.

Responsive Services

Prior to our participation in the pilot project, the percentage of time spent in our responsive services caseload was very high, as mentioned earlier in the chapter. On the secondary school level, it still remains at the upper end of the desired range. Attempts to streamline our responsive services have decreased this number somewhat.

One of the ways we have reduced the frequency of student demand for repeat visits to the counselor's office is to give them tools to resolve their own problems. This can be done individually with students or through curriculum units dealing with such topics as conflict resolution, anger management, self-awareness, self-esteem, and developing respect for oneself and others.

In addition to individual counseling, our responsive services needs are also met through group counseling activities. On the elementary level the "Breakfast Club" is designed to enhance self-esteem. Each morning the elementary counselor meets with a group of students to offer encouragement, listen to their problems, and provide a hug when necessary. With our fast-paced lifestyles and varied home environments, this time allows children to receive the special attention they so often crave. The elementary counselor also conducts a group called the "BUG Club" which stands for "Bringing Up Grades." This helps students monitor their progress while enhancing their study skills. "Banana Splits" addresses the needs of students who are coping with issues of divorce or separation.

As a follow up to the BUG Club on the middle school and high school levels, groups of students experiencing academic difficulty meet to receive help with attitude and grades. In some cases, tutoring is provided. Groups dealing with conflict resolution are also provided on these levels.

The "Care Club" is a group unique to the middle school. Students who express an interest in trying to help other students cope with issues of isolation, self-esteem, and problems with family or friends meet to offer help and encouragement. Special notes, small gifts, and words of kindness are offered to let students know that someone cares.

On the secondary school level, the at-risk counselor meets with the "Moms" group to discuss issues relevant to teenage mothers. This encourages teenage mothers to stay in school.

The high school "Teen Issues" groups deal with contemporary problems facing our students. Topics include coping with stress, alcohol and drug abuse, teenage sexuality, suicide, depression, and communicating with parents and peers.

An important aspect of the responsive services component involves the ability to deal with crisis situations when they arise. The Cassville K-12 counseling staff has developed a schoolwide crisis intervention plan that addresses such issues as how to deal with the death of a student or faculty member, acts of violence, or catastrophic events (i.e., tornadoes, fire). The schoolwide plan provides a means to notify faculty of the crisis and helps counselors coordinate efforts of informing and dealing with the student body. Cassville counselors also serve on a Southwest Missouri School Counselor Crisis Team in which counselors reciprocally provide assistance to neighboring districts in time of need.

Another aspect of our responsive services component involves the development of a referral services list. When it becomes apparent that a student is in need of ongoing therapy or a specialized program, we provide appropriate referral sources to help parents seek outside help.

Individual Planning

The individual planning component at Cassville encompasses orientation, scheduling, assessment, and career planning. This component begins in the elementary grades and continues throughout the child's educational experience. All too often we tend to relegate individual planning to the high school level as we tend to think of this component in terms of college and career planning. The comprehensive guidance framework forced us to focus on this aspect and re-evaluate our program. As we did this, we realized that career decisions are not just a high school concern. Although at each division we were involved in some aspect of individual planning, we operated as separate entities, rather than as an integrated unit.

One key aspect of individual planning is assessment. It begins with preschool screening and continues throughout school with achievement, aptitude, and interest testing. Students may also, upon referral, be tested for placement in our gifted or special education programs. The information compiled through assessment is used to assist students in making appropriate educational and career decisions.

Another aspect of the individual planning component involves career and vocational awareness. Students are introduced to the world of work at the kindergarten level with parents serving as career speakers. Career awareness continues throughout elementary school and early middle school years. During middle school, career exploration is emphasized with programs such as "Career Dress-Up Day" where students research a chosen career, conduct interviews, and dress the part on career day. Another activity designed for middle schoolers to take career exploration a step further is called "Career Shakers and Movers." This activity focuses on job awareness and work ethics. At the eighth-grade level, students are able to utilize this information to help select a career pathway to pursue during high school. At the high school level, course selection revolves around this chosen career pathway and is subsequently re-evaluated each year. The goal of Cassville's individual planning component is that all students graduate adequately prepared to enter the workforce and pursue postsecondary training or a college degree. Parents, as well as students, are involved in this process. In order to help students evaluate their eighth grade career pathway decision, students are given the opportunity to further explore careers. This may prompt high school students to change career pathways as their interests develop. As a result, career exploration evolves into career decision making. To further assist in making career decisions, students have the opportunity to research and receive in-depth information about a variety of careers and the postsecondary education options available.

Beginning in middle school and continuing throughout high school, a series of informational workshops are presented for students and parents. Topics covered include high school planning, a review of college and vocational/technical school options, entrance requirements, scholarships, and financial aid.

In order to streamline our individual planning component and make it more time efficient, group presentations are utilized to disseminate information rather than the previous method of providing this information on an individual basis. The net result is a tremendous time savings.

System Support

The Cassville system support component includes the Teacher Assistance Team, Student Support Team, parent education programs, staff inservice, advisory board participation, teacher/administrator consultation, counselor professional development, research and publishing, public relations, and community outreach.

The Teacher Assistance Teams and the Student Support Teams are very similar in their function. Both offer a source of referral for students who face academic, personal, social, or family problems. Counselors serve on both teams to assist other faculty team members in finding appropriate strategies or sources of referral to help individual students.

Parent education programs include a six-week Positive Parenting Program, a program designed to help parents of at-risk students in need of academic help. It also covers other relevant topics of parent interest. This program is offered periodically on a "by demand" basis.

Staff inservice is presented at all levels and includes such topics as the following: guidance services available, interpretation of test results, explanation of testing/scheduling procedures, recognizing signs of depression and suicide, and referral procedure. Professional development inservice programs are also presented by the counseling staff on such topics as attention deficit disorder, learning styles, and personality profiles.

Serving on local, area, and state advisory boards and committees allows the Cassville counselors to remain cognizant of topical issues affecting guidance and school-related programs. Of the committees we have served on, the most beneficial has been the Missouri Comprehensive Guidance Committee because it has allowed us to have input into the development and subsequent revision of the state's guidance model.

Professional development has always been a high priority for the Cassville K-12 counseling department. We feel that it is important to stay abreast of current issues by attending both local and state conferences. Counselors have not only attended the meetings, but have presented professional development workshops at neighboring school districts, state conferences, and at a series of workshops offered for educators throughout the state. For over 15 years, members of the counseling staff have served on the Southwest Missouri School Counselor Executive Board as officers or board members. Currently, three Cassville counselors serve in this capacity. Counselors have also served as officers or committee members for various other professional educational organizations.

We feel that public relations and community outreach are extremely important, as they allow counselors to be visible within the community. As a result, Cassville counselors serve on community-outreach committees, are often called upon to do community presentations, and serve as liaisons on various community projects. A grant written by the at-risk counselor enabled the district to fund an after-school day care center designed to meet the needs of our community.

CONTEMPORARY/PROFESSIONAL ISSUES

A proactive approach to guidance demands that counselors keep abreast of current issues and educational trends as they develop. As computers in the classroom have become a viable delivery mode, counselors, as well as other educators, need to avail themselves of this new technology. At Cassville, we have worked diligently in a K-12 effort to utilize the latest technology to enhance our classroom curriculum units. The Missouri View "Choices" program sponsored by the state has become an integral part of our career guidance program. Information on how aptitude and interests relate to job selection, job requirements, salary ranges, training programs available, and employment outlook statistics is immediately available. Through networking our program, many students can be served in a very time-efficient manner while receiving valuable curriculum and individual planning information. College and scholarship search information is also enhanced through the use of technology. We are constantly looking for new sources of relevant information.

This year, Cassville was selected as one of the recipients of the A+ School Grant sponsored by the Missouri Department of Elementary and Secondary Education. The main focus of the grant is to equip students for successful entry into the world of work or prepare them for some form of postsecondary training. Preparation demands early career exploration and encourages a focused educational plan. Funding made available through this grant has allowed our school to expand the use of technology in the classroom. It has also been a catalyst for our school to realign the curriculum into career pathways, altering our guidance program accordingly.

Another issue facing all counselors involves the increase in the dropout rate, the potential for school violence and gang involvement, teenage parenthood, and increased use of drugs and alcohol. To help address these issues, our district has employed a K-12 at-risk counselor. The counselor works with students individually or in small-group settings, provides help with tutoring when necessary, makes home visits, and is involved in several community outreach programs. Although the counselor helps at-risk students deal with the problems they currently face, the main focus of the program in the early grades is prevention.

SUCCESS OF THE PROGRAM

Adoption of the Missouri Comprehensive Guidance Program Model at Cassville has resulted in a complete restructuring of our K-12 guidance program. Although implemented in phases as a pilot, we have made a conscientious effort to ensure that our program is both sequential and developmental in focus. In order to accomplish this, counselors from each division meet regularly to ensure that our program, as a whole, is aligned. Through the use of the components, we are able to more effectively use our time to meet the needs of a larger proportion of the K-12 population. The classroom-curriculum delivery mode allows us to be not only accessible but also highly visible. As a result, students, parents, teachers, and administrators view our program as an integral part of the total educational process. The adoption of the model has clearly delineated the counselor's role and provided a clear-cut way to evaluate our accountability and the effectiveness of the program.

We have found that evaluation is one of the key aspects in maintaining a successful program. Whether evaluating an individual unit to assess its effectiveness or evaluating the program as a whole, data received are reviewed in an effort to continually update and improve our counseling services. Results from student, parent, and faculty evaluations have indicated that our K-12 guidance program is serving the needs of our students and has received an excellent rating. Due to these results, the administrators in our district selected the Cassville K-12 guidance program as exemplary during our recent state accreditation review.

Members of the state review team also cited the K-12 guidance program as one of the district's strengths. We credit the adoption of the model for providing the framework around which our program was developed. In addition to this recognition, our program was recently honored by the Southwest Missouri School Counselor Association as "Counseling Program of the Year." Due to the success we have experienced using the Missouri Comprehensive Guidance Program Model, we have been asked by the State Department to share information with other school districts.

Despite the success of the program, some obstacles remain. Some counselors have resumed nonguidance tasks such as daily lunchroom supervising, substituting, and performing secretarial duties. Although, due to the model, we are still ahead of where we started with respect to nonguidance tasks, the fear is that by assuming these extra tasks, the duties by which we are evaluated will not get done.

As the State Department continues to increase the level of responsibility placed on counselors, the need for all districts to employ psychological examiners and to decrease the 1:500 counselor to pupil ratio remain critical issues for Missouri school counselors.

PLANS FOR THE FUTURE

In order to maintain an effective program, constant updating and revision are necessary. Since we adopted the comprehensive guidance program 11 years ago, we have not had the opportunity to complete any major changes or revisions. As a result, our plans for the future revolve around the addition of activities to enhance our existing program. Our plans for the immediate future include adding additional programs to address self-esteem and belonging, parent involvement, drug and alcohol prevention. Additional student-based group activities and mentoring programs are planned as well.

To enhance self-esteem and give students a feeling of belonging, we plan to add an "Ambassador's Group." Cassville students who volunteer to serve as an ambassador will meet monthly with new students and participate in a variety of mixers and mentoring activities.

We also plan to have a series of workshops to enable parents to work with their children in the selection of a career pathway and in the planning of their postsecondary education. Our at-risk counselor also plans to target 10 families with potentially at-risk students and do an intervention program in the home that addresses the needs of the entire family. In addition to our family mentoring program, we hope to involve our students in a mentoring program.

Although we have a fairly comprehensive K-12 drug-and-alcohol prevention program, we hope to add an additional prevention program designed to give students alternatives to drug and alcohol use and to help students develop healthy lifestyles. The plan of the program is to provide a safe and structured environment for middle schoolers to go to after school. Students attending the after-school program will have an afternoon to socialize and receive tutoring if necessary.

In order to implement programs like these, we realize that we will need to either add additional help or delete something that we are already doing. It is our hope that we can add a full-time psychological examiner and additional secretarial help at the middle school and elementary school levels. We feel that the success of our current program will justify these additions.

ADVICE FOR NEW IMPLEMENTERS

As new implementers, it is important to realize that adoption of the program model largely involves a restructuring of those duties counselors are already doing. Although it may appear to add additional duties and it may seem overwhelming at first, this model ultimately makes our job easier through more efficient use of time management.

Before implementing the program model, all division counselors must buy into the idea and be willing to change their current practices. Unless we, as counselors, are convinced that this restructuring is valuable, we cannot possibly sell the concept to administrators and board members.

Administrative support is absolutely essential for the guidance program concept to survive. Attendance at the initial comprehensive guidance meetings enables the administrator to have a more clearly defined idea of the counselor's role and an appreciation for the total program. We would suggest that after the program is in place, any new administrators attend an informational meeting so that the model continues to receive their support. It may be beneficial for building administrators to attend update meetings as well.

Based upon our experience with the program model, we have found that secretarial assistance is invaluable. It has not only relieved us from many nonguidance tasks, but it has allowed us to devote more time to addressing student needs. Since counseling offices often house the bulk of the student records, a tremendous amount of time is needed to keep these records up-to-date and organized. Our secretary does so in an extremely efficient manner and also serves as a receptionist to handle the flow of students, parents, and teachers who come to our office daily.

Another suggestion to those adopting the comprehensive guidance program is to schedule regular meetings with all counseling staff members. This allows us to network with each other, share common concerns and ideas, and coordinate program offerings.

One of the most important ideas expressed during one of our meetings was the need to develop program evaluations for the elementary school, middle school, and high school divisions. We strongly recommend that counselors evaluate their programs throughout the adoption process and undertake ongoing evaluation of the program once it is fully implemented.

Our final and perhaps most important recommendation: Adopt the comprehensive guidance program! The advantages far outweigh the disadvantages. To put it simply—"It works!" Do not let material you read about the program overwhelm you because the flexibility of the program ensures that no two programs need be alike. Adapt it to fit the needs of your school. We realize that any change involves some element of risk. Taking risks implies the chance of either winning or losing. You cannot lose with this program, and the real winners are the students.

The Comprehensive Guidance Program in Utah

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The state of Utah is located in the center of the Rocky Mountain region with a population of slightly over two million residents. The state is highly urbanized with approximately 80% of the residents living in a narrow corridor within 50 miles of Salt Lake City. Schools in 40 school districts serve 473,666 students. In 1988, the Utah State Office of Education launched an initiative to restructure the state's public secondary school guidance program based on a model developed by Dr. Norman Gysbers at the University of Missouri-Columbia, and program implementation strategies developed in Missouri. Utah is now in the eighth year of its implementation of the Comprehensive Guidance Program Model.

During the decade of the 1980s, there was a growing sense of concern with the counseling and guidance program in Utah's public secondary schools. Counselor numbers were not keeping pace with a burgeoning student population. During this time, pupil-to-counselor ratios rose from 430:1 to 550:1. The counselor's role was frequently debated, widely varied, and dominated by a myriad of nonguidance activities. The counselor's job was not viewed as very attractive, counselor training institutions were producing very few counselors, and the shortage of trained counselors was so severe that "certification" requirements were substantially reduced for entry-level counselors.

Counselors in the state were frequently criticized for providing one-dimensional "university-bound" guidance to students, and vocational educators had become particularly dissatisfied with the lack of guidance for students seeking to pursue vocational and technical training, work-based learning options, and direct entry into the workforce. Program administrators in the State Office of Education and leaders of the local vocational directors' group believed that dramatic measures were needed to restructure guidance in the state. They agreed to commit up to 10% of federal, state, and local vocational education resources for guidance support. However, tied to this commitment was a stipulation that guidance be established as a full-fledged education program.

The Utah Comprehensive Guidance Program Model varies little from Gysbers' model, described in *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994) and The Missouri Model (Starr & Gysbers, 1993). However, Utah adopted the National Occupational Information Coordinating Committee (NOICC) Competencies as its desired student outcomes. Though the Comprehensive Guidance Program Model, which has been adopted in Utah, shares all of the major characteristics of the Gysbers/Henderson and the Missouri Models, it is singularly unique in its statewide approach to implementation and the near universal adoption of the model by the middle/junior high schools and high schools of the state.

By the Fall of 1996, all but six of the 235 middle/junior high schools and high schools had committed to the model and had participated in training, and 155 had met stringent program "standards" which qualified them to receive their share of $4.4 million appropriated by the legislature for the program. A collegial system of program management involving the State Office of Education, regional and district administrators, and a peer-review process are used to ensure that each school's program maintains fidelity to a set of very high program standards. Following is a description of the strategies used to effect this level of comprehensive guidance program implementation, successes achieved to date, planned future directions, and some analysis and advice for those seeking to implement or obtain funding for the model.

ATTRACTIVENESS OF THE MODEL

In order to understand what led Utah schools to become so thoroughly attracted to the Comprehensive Guidance Model, it is necessary to recount briefly some of the events that culminated in a statewide adoption of the model. Prior to 1987, several comprehensive guidance workshops were conducted in Utah and the model was widely embraced conceptually, both at the local level and State Office of Education level. However, though many counselors spoke favorably of the model, systematic and full implementation failed to materialize in most schools. In retrospect, missing were two major ingredients:

1. Lack of schoolwide commitment, including the school principal;
2. Chronic lack of time to escape ongoing activities in order to plan and restructure a new program.

In 1989, amid growing dissatisfaction with counseling and guidance, a debate developed concerning the best approach to redirect and strengthen career guidance services in the schools. Some local vocational directors advocated adding an additional "vocational" counselor at each school. Others, including the State Office of Education staff, saw a deeper problem and sought a solution that would rid all counselors of quasi-administrative and clerical duties. At about this time, the NOICC Guidelines were published, and an effort was made to implement this model in six high schools and five middle/junior high schools. While the NOICC trainers were very capable, the program restructuring portion was not well received and little action ensued. A decision was made to adopt the student-competencies portion of the NOICC model and train the same eleven schools in the comprehensive guidance implementation model. The schools responded very favorably to the Comprehensive Guidance Model and began working earnestly to restructure their programs. A complete description of the state and local mechanisms used to support the efforts of these schools will be detailed later; in brief, however, schools committed to a three-year training and implementation time line, and "beyond contract time" was allocated to counselors for planning and developing their school's comprehensive guidance program. At this time, another key concept was beginning to emerge which held that if guidance was to function as a "program," it should receive funding in some pattern. People were beginning to realize that budgets and funding are embedded elements of an education "program."

As the restructuring of the first eleven schools progressed, word spread about their success and the improved delivery of career information and student planning in those schools. In the second year of implementation, an additional 12 schools committed to implement the program, and all 11 of the initial schools continued their program development efforts. Approximately 50 additional schools have been added in each of the last three years. As of the beginning of 1997, a total of 155 middle/junior high schools and high schools have completed three or more years in the comprehensive guidance program implementation initiative and have met State Board of Education adopted program standards. All but four schools have committed to the program, attended training, and begun implementation efforts.

In retrospect, several key elements of the Comprehensive Guidance Model emerge as key factors in attracting the entire state public school system to the model. The model had considerable face validity with counselors. The paradigm shift from position to program was not only consistent with the mission of education but also established rational consistency throughout all of the components of the model. The model had a rationale and framework for ridding counselors of numerous nonguidance activities which occupied much of their time. The concept of "displacement," allocating 100% program, and allocating time among program components with not less than 80% of the counselor's time devoted to "direct services" to students, were particularly appealing aspects of the Comprehensive Guidance Model.

Within a year or two, it was evident that the model had the power to spur counselors into action. School counselor teams enthusiastically rose to the challenge of remodeling their program. Administrators and the community became aware of improved guidance in the pilot schools.

A third factor which drew the state towards the Comprehensive Guidance Model was precipitated by a State Board of Education mandate for schools to develop a Student Education and Occupation Plan (SEOP) with each middle/junior high school and high school student and the student's parent or guardian. This requirement had considerable support from the State Parent Teacher Association and the state Legislature. As schools implemented the Comprehensive Guidance Model with its time allocation for individual planning, counselors were finally finding the time to conduct meaningful SEOP conferences. This led to considerable levels of support for the model among state office administrators, PTA leaders, and the state Legislature.

Finally, there was a growing idea in the state that there should be some relationship between funding support for educational programs tied to standards or accountability measures. As this concept developed, State Office of Education administrators and legislative analysts crafted a funding approach to the Utah Comprehensive Guidance Model which provided both an incentive and an approach to program accountability tied to program funding. The structured components of the model (including steering and advisory committees, adequate resource materials and equipment, departmental budgets, staffing patterns, adequate facilities and space) and the program components of the model (guidance curriculum, individual planning, responsive services, system support) combined with the concepts of time allocation, and all of these components focused on student competencies were readily translated into program standards. When funds were appropriated and then allocated to school districts on the basis that schools would develop a guidance program that met Comprehensive Guidance program standards, a final powerful incentive was created to bring about a statewide embrace and adoption of the model.

STRATEGY USED IN GAINING ADOPTION OF THE MODEL

The state leadership for counseling and guidance in Utah was aware of an ongoing effort in Missouri to systematically train counselors and implement the comprehensive guidance program. A decision was made to develop an adaptation of that initiative as the change-agent strategy for Utah. Experience had convinced us that several things were critical for an effective restructuring of a program:

1. a new model had to be endorsed and supported by a broad based group of education leaders in the state;
2. adequate time must be devoted to the change process;
3. the change must be supported and facilitated by the key building administrator which is the principal;
4. a full team of all of the school's counselors and other key teachers and administrators must participate in the change process;

5. the change process must be adequately funded to give the counselors planning and development time above and beyond their regular "contract" days and to provide for the purchase of needed curriculum, materials, and equipment. It was also our belief that a small number of "lead schools" should be selected to initiate the process and that a supportive environment should exist at both the school and school district level in order to maximize the chances of a successful program implementation in these lead schools.

To select the lead schools, state staff consulted with district student services and vocational education directors from a number of districts to obtain nominations for junior high and senior high schools which would be strong candidates for lead schools. A second round of meetings was held with school principals and counselors from the "nominated schools." Each school was asked to express their interest in implementing the Comprehensive Guidance Program Model and their willingness to make a long-term commitment of resources and time to achieve a successful adoption of the model.

Eleven schools (high schools and junior high schools) were selected to serve as lead schools. Each made a commitment to attend a one-and-half day inservice each August for a three-year time period. This training was to be attended by the school principal and all counselors along with any other key individuals the school selected to attend. A commitment was also made to provide the counselors with an additional 7-10 days of time, for each of the three years, to plan and develop program strategies, activities, and evaluation processes.

The State Office of Education made a commitment of $4,000-$10,000 in funding for each of the schools, based on a formula developed by the state "Select Committee for Comprehensive Guidance." The local district vocational director committed to provide the schools with the prescribed levels of funding after the first year of the project, in the event Perkins funding was no longer available. Twelve new schools were invited to join the comprehensive guidance program implementation process the following year. These twelve schools also received Perkins funds, but all funding in subsequent years has been provided by the local school districts. The comprehensive guidance program was so enthusiastically received and demonstrated by the lead schools that 23 schools committed to participate the third year, and approximately 50 new schools have committed to the program each year since the fourth year.

Several key strategies contributed to the successful adoption of the model in Utah. A state steering committee composed of counselors, principals, district administrators, counselor training institutions, and state staff, which came to be known as the Select Committee for Comprehensive Guidance, was organized. This committee carefully reviewed state models for comprehensive guidance from a number of states, but particularly Missouri, New Hampshire, and Alaska, and adapted/adopted from those models to create the model for Utah Comprehensive Counseling and Guidance Programs. This model was refined over time and adopted by the Utah State Board of Education. Nearly all of the state's 40 local school districts have also adopted the "Utah Model" or a slightly variant version of it over the past several years. The flexibility provided to local districts to adapt/adopt their unique version of the model has proven to be a valuable strategy for acceptance and ownership of the model. A second key strategy was the strong commitment and support from the district vocational directors. The district directors not only committed to fund the school's implementation for a three year period but also committed to provide long-term funding if "standards" for the comprehensive guidance program could be developed and applied in such a manner as to determine if a program met the standards and was eligible for the funding. The state Legislature in Utah appropriates money to a categorical fund to pay for the "added cost" of vocational programs such as expensive equipment updates, necessary curriculum modifications to keep pace with technical advances in the workplace, and the lower teacher-to-pupil ratios required for effective instruction in vocational labs. Local directors resolved to allocate up to 10% of this categorical funding for a guidance program that was driven by standards. It seemed only reasonable to this visionary group of vocational directors that a strong guidance program be considered integral to good student planning and informed course selection and that, like other education programs, guidance was not only deserving but needed funding to be successful.

The final ingredient for successful adoption of the Comprehensive Guidance Model was the high level of commitment and professionalism of the counselors in the state. All of the inservice training, model development, and even the prospect of program funding would have gone for naught had the counselors not rolled up their sleeves and gone to work. As school after school successfully adopted and implemented the program, working in most cases for three or more years to achieve base-level recognition that they were meeting the program standards, the professionalism of the counselors began to emerge. The state counseling association adopted the model and worked hard to encourage all counselors to meet the challenge. The counselor training institutions were invited to help review the state's training standards against the model, and as a result, a recommendation was sent to the State Board of Education to substantially modify counselor certification standards in support of the Comprehensive Guidance Model. The professional standard for counselors in Utah which has emerged is one of a counselor who understands and can demonstrate the skills required to meet comprehensive guidance program standards.

PROGRAM FUNCTION

The State Role

The Utah State Office of Education plays an integral role in the overall function of the comprehensive guidance program. The state guidance specialists provide leadership for inservice and technical assistance in the Comprehensive Guidance Program Model to counselors, administrators, teachers, district-level and state-level personnel, and others. In addition, the state provides leadership and assistance in the development of materials and resources to assist schools and districts in strengthening individual components of the Utah Model. In effect, the state specialists have developed a statewide strategy for implementation of the model that individual schools and districts can easily follow.

The state guidance specialists work with districts to identify schools that are ready for training in the comprehensive guidance program. Any public secondary school is eligible to participate; however, only schools which enroll students in grades 7 or above are eligible to qualify for state-legislated funding. Once schools are approved by districts to begin the training and implementation process, school guidance teams are organized. They make a commitment to attend three years of state-sponsored training. The school guidance team consists of counselors, administrators, teachers, and others who are key to the overall success of the program. It has been our observation that schools experience greater program success with the support of a visionary, supportive administrator who is involved in the training from the onset.

The state-sponsored inservice training is held annually in August. School guidance teams attend a first-year, second-year, or third-year session. Gysbers has served as the major trainer in the state's extensive inservice training effort since August 1989. The first year, schools are trained in the basic components of developing and managing a school guidance program and are introduced to the Utah Model. The second and third year, schools review comprehensive guidance concepts, their past year's accomplishments, and then move on to a more focused training, concentrating on the areas of program assessment and evaluation and "Utah-specific" comprehensive guidance issues. The comprehensive guidance training has been a huge success. In August 1996, more than 600 educators participated in first-year, second-year, or third-year training. In addition, more than 350 educators attended a Reunion Schools Conference. Our best estimate suggests that well over 1,000 Utah educators have received at least three years of comprehensive guidance training.

The state specialists also provide supplemental training in comprehensive guidance program implementation. As schools completed their required three years of training, it became apparent that the state needed to organize supplemental training to keep schools apprised of current comprehensive guidance issues. A "Reunion Schools Conference" was added to the traditional August training. In addition, the state organizes annually a "Rural School Counselor Conference" and a "Wasatch Front (Urban) School Counselor Conference." Both conferences are structured with general sessions and break-out sessions in each of the four components of the Comprehensive Guidance Model. The state specialists also organize and support regional and district-level inservice training activities.

The state guidance specialists, in consultation with the state Select Committee for Comprehensive Guidance, have developed standards and objectives for the comprehensive guidance program which have been approved by the Utah State Board of Education. These standards are embedded in a statute which defines the state's contribution to the comprehensive guidance program. The standards follow:

R277-462-3 A. (3) Comprehensive guidance program funds shall be distributed to districts for each school within the district that meet all of the following criteria:

> (a) A schoolwide student/parent/teacher needs assessment completed within the last four years prior to the application deadline for funding;
>
> (b) Documentation that a school advisory and steering committee have been organized and are functioning effectively;
>
> (c) Evidence that 80% of aggregate counselor time is devoted to direct services to students;
>
> (d) A program that reflects a commitment that all students in the school benefit from the comprehensive guidance program;
>
> (e) Approval of the program by the local Board of Education;
>
> (f) The establishment of the SEOP requirement for all students as both a process and a product consistent with board rules, the elementary and secondary core curriculum, and high school graduation requirements;
>
> (g) Assistance for students in developing job seeking and finding skills and in post high school placement;
>
> (h) Inclusion in the guidance curriculum of activities for each of the twelve National Occupational Information Coordinating Committee (NOICC) competencies (available from the state guidance specialist);
>
> (i) Distribution to and discussion with feeder schools of the comprehensive guidance program;
>
> (j) Sufficient district budget to adequately provide for guidance facilities, materials, equipment, and clerical support. (Utah State Board of education Administrative Rule R277-462-3)

The state guidance specialists monitor the status of program implementation and make recommendations to the Utah State Board of Education for funding increases. The funding (building block) request proceeds through a rigorous prioritization process. After this process takes place, a recommendation is made by the Utah State Office of Education to the Utah State Legislature for additional program funds. This process requires looking at the funding formula, the total number of schools trained in comprehensive guidance and anticipating their readiness for meeting program standards. The formula used to calculate the funds that schools receive is based on the Weighted Pupil Unit (WPU) and school enrollment. For example, schools with enrollment of 1-399 students = 6 WPUs, 400-799 students = 12 WPUs, 800-1199 students = 18 WPUs, and 1200 students + = 24 WPUs. The value of the WPU increases with inflation. The current value of the WPU for FY97 is $1,679. Schools receive funds in approximate increments of $10,000, $20,000, $30,000 and $40,000. The state Legislature has been very close in appropriating enough funding for the number of schools meeting program standards and qualifying to receive funding. Total appropriation for comprehensive guidance in FY97 is $4.4 million which will fund 155 secondary schools which have met program standards. Funds can be used for personnel, career center equipment and materials, inservice training, extended day or year if required to run the program, and guidance curriculum materials. Funds cannot be used for nonguidance purposes or to supplant funds already being provided for the guidance program. By 1994, 53 secondary schools had progressed confidently in the program implementation process to meet the Utah State Board of Education approved program standards and qualify to receive funds. In 1995, the number of secondary schools meeting program standards increased to 95, and by 1996, 155 secondary schools had met program standards. It is our best estimate that the remaining 80 target secondary schools will meet program standards and qualify to receive funding by 1998 (see Figure 6.1).

Regional and District Roles

Utah's 40 school districts have been organized geographically in nine regions. The regional and district roles in the comprehensive guidance program center on the program approval process. When a district believes that a school's comprehensive guidance program has progressed to the point that the program standards can be met, the school guidance team will be asked to complete a self study and submit it to the district vocational education director or the district student services director for review and recommendation. If the district level administrators find the program meets program standards, the district vocational director will recommend the program to the regional committee for vocational education for review.

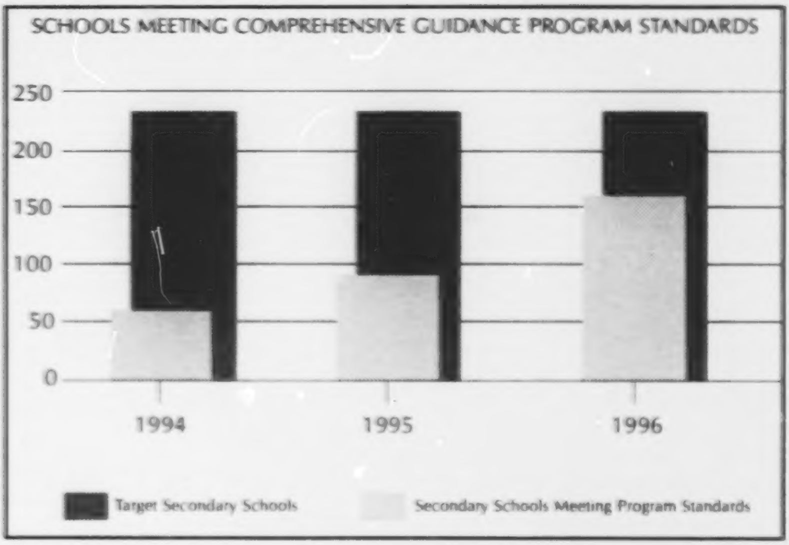

Figure 6.1. It is estimated that the remaining 80 target secondary schools will meet program standards by 1998.

The district vocational education director and student services director have the responsibility to formulate an on-site review team composed of a vocational education director, a student services director, two counselors, and a principal, all of whom are familiar with the components of the comprehensive guidance program. This team visits the school and reviews the comprehensive guidance program. Where feasible, all review team members should be from outside the applicant district. The regional review committee will certify the degree to which the guidance program meets program standards.

Upon receiving approval of the program by the regional review committee, the district vocational education director will forward a copy of the school program review form, school program manual, and any other pertinent information to the state guidance specialists. District administrators, school principals, and school guidance department chairs certify in writing that schools have met and will maintain program standards as outlined by the Utah State Office of Education and the Utah State Legislature. Schools meeting program standards will be reviewed every three years. The State Office of Education is also required to collect data and complete an annual report on the progress and success of the comprehensive guidance program for the Legislature.

RESOURCES

As a result of a thorough and competitive review process, the state, under the direction of the Utah SOICC (State Occupational Information Coordinating Committee), selected "Choices" as Utah's state-sponsored career-information delivery system in 1991. Today, the Utah Choices program is accessible to virtually every high school.

The Davis County School District, under the direction of the district coordinator for comprehensive guidance, developed two volumes (middle/junior high and high school) of guidance curriculum activities. The curriculum was aligned with the NOICC competencies and indicators. Each secondary school has a copy of the grade-appropriate curriculum manual.

The Applied Technology Education Resource Center has materials and resources available which support comprehensive guidance. The materials range from career development textbooks, workbooks, magazines, and videos to individual school comprehensive guidance program manuals.

PROGRAM SUCCESS

Implementation of the Utah Comprehensive Guidance Model began with 11 pilot secondary schools in August 1989. These schools represented both rural and urban areas statewide. The schools were selected on the basis of district recommendation with consideration given to guidance team leadership qualities and capabilities and, more important, visionary, supportive administrators. The number of schools involved in program implementation increased incrementally over the next few years. Twelve new schools were added in 1990, 14 new schools in 1991, and 21 new schools in 1992. In 1993, 57 new schools were added, 48 new schools were added in 1994, 50 new schools in 1995, and 78 new schools in 1996 (see Figure 6.2).

Initially, Utah officials recognized that the vision of this new paradigm for guidance was not likely to become a reality unless funds were made available to train school counselors, administrators, teachers and other school personnel key to the success of the program. Once legislative, budgetary support for program implementation was established as a separate funding program, participation of secondary schools in the program grew dramatically. In 1993, the state legislature appropriated $1.5 million to fund the first phase of a four-phase effort and the number of schools participating in the program doubled from the previous year. Illustrated in Figure 6.2 is the progression of schools involved in inservice training over an eight-year period. Currently, all but four of Utah's secondary schools (middle/junior high schools and high schools) are involved at varying levels of program implementation, and the 1996 state

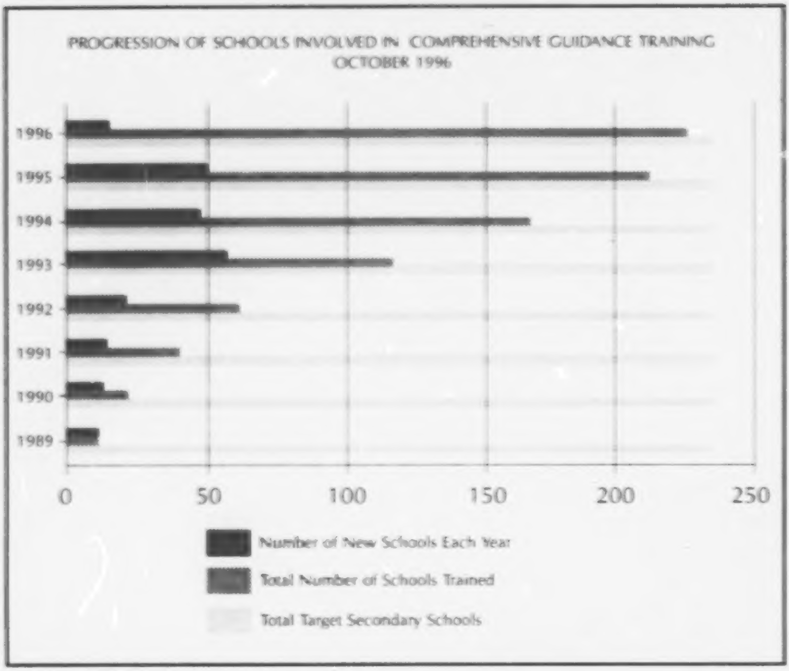

Figure 6.2. The number of school involved in program implementation increased incrementally over an eight-year period.

legislature approved $4.4 million in ongoing funds for comprehensive guidance.

Beyond the scope of school participation, other areas of program success can be identified. In a survey conducted in November 1994, it was reported that school districts hired 23 additional counselors and 44 paraprofessionals with comprehensive guidance funds. Because funds can be used to hire additional personnel, the pupil to counselor ratio, while still very high, improved to approximately 480:1 by 1995.

Results from the 1993-94 ACT assessment provide additional support for the comprehensive guidance program. In Utah high schools where the comprehensive guidance program has been implemented, students evaluated the school's *Guidance Practice* and *Career Education Programs* significantly higher than did students in schools where the program was not implemented.

A study was conducted to gather detailed information about actual SEOP practices and products in 49 "approved" schools. Survey results indicated a broad range of improvements in SEOP and career-related activities as a result of implementation of the comprehensive guidance program. The following are the most significant improvements: increased counselor time spent on SEOP, class time spent on guidance curriculum, and increased parental involvement in the SEOP process. Although the study recognizes vast improvements in SEOP, overall obstacles identified involve resources such as time, money, and counselor to student ratios.

The comprehensive guidance program has been recognized by Utah's Parent-Teacher Association as the driving force behind meaningful SEOP development for all students. The Utah SOICC has taken an active role in promoting the program by providing a number of resources such as a career tabloid *Job Outlook in Brief* and participation in staff development activities. The SOICC-sponsored computerized career information delivery system (CIDS) has promoted the consistency in communication of career information to Utah secondary students and others through schools, the Department of Employment Security, rehabilitation, and other agencies. And finally, the program has received positive media coverage statewide.

SEOP (STUDENT EDUCATION OCCUPATION PLAN)

A Successful Feature

It is evident that the comprehensive guidance program enjoys widespread support, but a special enthusiasm for the personalized education occupation planning component deserves further attention. The Student Education Occupation Plan (SEOP) is, in effect, the individual planning component of the Utah Model. The SEOP is a process that involves activities planned and directed by school counselors that assist students in planning, monitoring, and managing their own learning as well as their personal and career development. Through guidance activities, students are given opportunities to set and evaluate their educational and career goals and to connect them to activities that will help them achieve their goals.

The Utah State Board of Education has had policy in place since 1984 requiring secondary schools to assist every student in preparing an individual SEOP. The Utah State Public Education Strategic Plan (1992) envisions a system that personalizes education for each student with 100% of Utah's students achieving the objectives of their individually developed plan. In recent years, the comprehensive guidance program has emerged as a driving force for SEOP improvement. With strong emphasis on the SEOP, schools have created impressive formats for documenting student goals, plans, and progress. Schools have also recognized the importance of parental involvement in the SEOP process.

The SEOP involves a process and a product that are directed by individual student needs, educational needs and requirements, and realistic assessment. As part of the planning process, student interests, talents, achievements, and goals are reviewed in an annual conference with parents and a school counselor. A record of the planning process activities is kept in a personal portfolio or SEOP planning document.

Common elements of a successful SEOP include the following:

- Coordinated guidance curriculum activities—sequenced by grade level—in areas of self-knowledge, education and occupation exploration, and career planning;
- Individual assessment: aptitude, interest, and achievement;
- Parental involvement through an annual conference with student, parent, and counselors;
- Well-defined objectives such as goal setting, plans to attain goals, and review of progress toward goals;
- A student education and career-planning document which includes the following:
    1. Evidence of school to work, education, and career goals
    2. A written four-year plan
    3. Evidence of Board of Education graduation requirements
    4. Evidence of student, parent, and counselor participation in the planning process
    5. Record of SEOP process activities

Stronger legislation is now in place which requires school districts to establish policies to provide for the effective implementation of the SEOP process and to train teachers in their role in SEOP development (Utah Code Annotated 53A-1a-106 and 53A-17a-131.8). With new SEOP legislation school counselors face new challenges to accomplish these tasks:

1. Integrate the SEOP process into a balanced comprehensive guidance program, which suggests that 35% of counselor time at the high school level and 25% of counselor time at the middle/junior high school level is spent on individual planning.
2. Take the current school SEOP implementation plan to a higher level.
3. Design a plan for SEOP implementation that is in compliance with state statutes and board rules.

The Comprehensive Guidance Model, through the individual planning (SEOP) component, has given considerable attention to special population students. The SEOP process is designed to include all Utah students. Through an effort with a federally funded project called STUDY (Successful Transition of Utah's Disabled Youth), a series of workshops was held throughout the state to train special educators, school administrators, vocational education teachers, vocational rehabilitation personnel, and others about SEOP. The core of the training explained the intensity of student "plans" (e.g., all students have a SEOP; some students may have an IEP, or a 504 accommodation plan, or a vocational rehabilitation plan, etc., in addition to the SEOP). The training, as well as the philosophy, was positively accepted by educators throughout the state. Districts and schools are working to coordinate the student, parent, educator conferences held in conjunction with each plan. They are also collaborating as they create student planning documents.

OTHER SUCCESSFUL FEATURES

A strong successful feature of the model is the peer review evaluation process based on statewide program approval standards. The peer review process provides an opportunity for district and school administrators and counselors to leave their local areas and regions of assignment to review schools for comprehensive guidance program approval. We have found that this process facilitates training and networking among educators and ultimately strengthens the program implementation process.

Local school districts have taken the leadership role in developing materials, resources, and technology to support the model. For example, Davis County School District has written and published guidance curriculum activities aligned with each of the NOICC competencies and indicators. This curriculum has been distributed statewide. In addition, this same school district has developed a districtwide computerized SEOP process complete with opportunity for parents to access student information at home through the Internet.

Provo High School in the Provo School District has instituted a telephone registration system connected to SEOP goals and "next step" planning. Students are involved in multi-year planning at Provo High School as they make course selections based on career goals.

With the support of the Utah Education Network and UtahLINK, a home page on the Internet for both the Comprehensive Guidance Model and SEOP is now a reality. Through the SEOP home page, students can link to a broad base of education and career information with the emphasis of the home page focusing on the importance of student planning.

FUTURE GOALS

The most ambitious goal we face in Utah is to move all secondary schools to "approved" status and to secure legislative funding. This will require continued leadership at the state level and support from local districts and individual schools. The importance of funding comprehensive guidance for all students, grades kindergarten through high school, cannot be overemphasized. Plans are in place to extend comprehensive guidance program implementation to include elementary schools. Seven pilot elementary sites were selected in 1996 through a competitive review process, but we recognize that there is a great amount of work to do in order to establish an elementary comprehensive guidance program in 444 elementary schools. Only 17 of Utah's 40 school districts have elementary guidance personnel in place, and they stretch their services, on average, to two or more schools.

As comprehensive guidance enjoys widespread support, it also faces a serious challenge to interface a guidance program with services provided by other student services personnel. Clearly, many other student services personnel have felt "left out" of the comprehensive guidance program implementation process and legislative funding. Districts and schools are encouraged to collaborate with other student services personnel to strengthen the responsive services component of the Utah Model. It is our goal to expand and coordinate responsive services delivery with a state-supported manual for student services protocol.

ADVICE TO NEW IMPLEMENTERS

While the Comprehensive Guidance Model is certainly of value to an individual counselor, it is most effective when implemented as a school, or better still, as a district program. Our experience, and the feedback we receive from schools, is that the strongest programs are in those schools which receive strong and consistent support from the district. For this reason, we believe that a school which is considering adoption of the model should elicit a commitment from the principal to be involved in the training and implementation process. It is critical for the building principal to understand the conceptual framework of the model, the language of the model, and the desired outcomes. In short, the principal must become a full stockholder in the new program.

It is also essential that all of the counselors in the school and, if possible, some key teachers and administrators participate as members of the implementation "team" and members of the steering and advisory committees. The proper formation and use of the steering and advisory committees has proven to be extremely beneficial to schools as they move to adopt the model. The supportive voice and action of key opinion formers in the school and in the community have often proven to be invaluable in establishing advocacy for the program. One school district board added an additional counselor in each of its secondary schools as a result of input from a school-level advisory committee.

For those who have already made a decision to implement the program, we would offer this advice: Be willing to participate in the basic training for the model two or three times and review your implementation efforts against the model periodically. On numerous occasions, we have had counselors express gratitude that we brought them back a second and third year for training. Frequently heard was the expression "I don't know why, but this is my third year and I am finally really getting it!" It seems that the new model represents such a fundamental shift in thinking that it takes both time and repetition for all of the pieces to fit together or have full meaning in a counselor's mind. We have also learned that while it seems cumbersome, there is a great deal of value in documenting time allocation. To implement a comprehensive guidance program requires a balanced allocation of time. This can only be accomplished when counselors know where their time is being spent.

We would also advise implementers of the model to make provision for the program implementation team to plan and develop their program. This must be time away from the demands of their daily routine. Our experience suggests that perhaps four to six days before school starts and then two to four days intermittently allocated during the year provides the minimal amount of time needed to plan and develop the program. After several years, these functions can be absorbed within the system support component of the model. However, we believe this added time is critical in the first several years of implementation.

Finally, we would advise counselors to be patient and continue to make incremental improvement in your program. Our experience suggests that three to five years are needed to make the transition to the comprehensive guidance program. We have some schools that have developed very strong programs in three years, and we have some others that have more to do after five years. Most of our schools are able to meet the state "minimal" program standards in three years. We do believe, however, that counselors have a professional responsibility to constantly seek an incremental improvement of the program. No counselor should be satisfied if their school guidance program is not better this year than it was last year. The counselors in Utah tell us that implementing a comprehensive guidance program is very hard work. Many tell us they have never worked harder in their lives. They also tell us they have never been more happy or satisfied in their professional role. There is an almost universal expression of an enhanced professional image, increased opportunity to productively affect student's lives, and a sense of professional pride being expressed. The school counselor's view of the worth of the program is mirrored in the expressions of administrators, school board members, the PTA organization, the Governor's Office, state legislators, and a wide range of other groups which enthusiastically support the program. Our advice: Go for it! Hard work will pay rich dividends.

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The Comprehensive Guidance Program in Davis County Schools

DIANN DAVIS

Davis School District is located between Salt Lake City and Ogden in Utah. The county is primarily residential with Hill Air Force Base being the largest employer. There are 220,000 people residing in the county with approximately 58,000 students enrolled in 70 schools. All secondary schools have the Comprehensive Guidance Program well established. The elementary school phase of the K-12 program will begin this fall.

The success of the Davis County Schools Comprehensive Guidance Program is a result of a combined, dedicated effort and support from numerous entities. The Board of Education, central administration, curriculum, data processing, student services, applied technology education, assessment, counselors, administrators, and teachers from each school, students, parents, community support, and the Utah State Office of Education—all have been major contributors. Countless hours and millions of dollars have gone into the program. This exceptional commitment will continue because this program has proved educationally sound and beneficial for all students, parents, teachers, administrators, the Board of Education, business, industry, labor, and the guidance personnel.

The mission of Davis County Schools is to educate all students as they prepare for a productive life in a changing world. This comprehensive guidance program is designed to be a major contributor in accomplishing this mission. The following elements were built into the program: guidance curriculum with competencies, individual planning, Student Education Plan (SEP) for all students, Student Education Occupation Plan (SEOP) for all students, responsive services of counseling consultation and referral, and system support (such as program management, professional growth, and accountability). The developmental design includes numerous sequential activities for each grade. It is organized and implemented by counselors, teachers, administrators, parents, and community representatives; the primary focus is all students. Curriculum developed by the district features self knowledge, educational and occupational exploration, and career planning. The SEP guides elementary students in goal setting and career awareness. The SEOP for secondary students highlights six major components: comprehensive counseling and guidance curriculum, career exploration, selection of career paths, postsecondary intent, diploma emphasis options, and multiple-year planning. They are all utilized to facilitate one annual individual SEOP with student, parents, and counselors and one small group SEOP meeting. The components are managed by an electronic system designed and developed by the district. Students and parents have constant electronic access to monitor their individual SEOP at all schools and at homes that are electronically linked.

The purpose of the program is to provide a system that personalizes education for every student. Expected outcomes include the following: educational relevancy; long-range planning; articulation within and throughout the educational system; connections with business, community and educational institutions; support from counselors, teachers, administrators; involvement of the educational family; and directed use of educational time.

All students in the district benefit because of the developmental, systematic program offered to them. Elementary students have SEP conferences three times a year. Annual SEOP conferences with secondary students, parents, and counselors culminate the process of numerous curriculum competencies, activities, and assessments into an individual product. Advisement provides continuity to the entire planning process. It is the means by which students, counselors, teachers, and parents maintain an organized understanding of where students are and what needs to be done to help them move forward and accomplish their goals. Advisement is set up in such a way that students have a major responsibility for making decisions about their future. Advisement occurs frequently throughout the school year and is less formal than the SEOP process and conference. Interaction with the student, as needed, provides the consistency of a comprehensive program.

Davis County Schools have developed an electronic student-management computer system. A complete SEOP features current information on every student. Competency-based comprehensive counseling and guidance curriculum, career exploration, career paths, recommended courses, multiple-year planning, transcripts, assessments, and immediate classroom status are some of the components available to students and their parents in grades 7-12. Annual SEOP conferences and advisement allow all students to get constant information about educational and occupational opportunities.

The Davis County School System is sectioned into seven cones with a high school at the top of each cone. Junior high schools and elementary schools that feed into that pattern are part of that cone. Specific coordination between each high school and its feeder junior high schools are held monthly; elementary is held as needed. The chairperson of each high school counseling department is designated as cone chair. The seven cone chairs also meet frequently with the director of comprehensive guidance to ensure district coordination. All district counselors meet together monthly for staff development. Principals also meet frequently for district cone coordination to ensure that articulation is clear and smooth. This structure provides seamless services for all students in curriculum and SEOP sequencing.

Student goals are documented in each student's computer portfolio. The goals selected and expected outcomes identified during a SEOP conference are tracked electronically, as are student and parent involvement. The SEOP is also used for individual guidance on strategies to reach goals and expected outcomes. Competency coverage is comprehensive with counselors and teachers working together to teach the competencies. A checklist of the competencies identifies areas of strength. Any competency not being taught becomes a priority. Portfolio information is available on computers for each student. An extensive portfolio is being developed with a sizable grant from the Utah State Office of Education. Each school has annual program accountability. Every three years each school must pass an extensive review of its site-based program. This review is directed by the Utah State Office of Education.

Davis County Schools has a comprehensive guidance program in grades 7-12. Program components are in place or are being developed for K-6. Some of the features are advanced technology, competency-based curriculum, assessment, portfolio, School-To-Careers, technical preparation (Tech-Prep), career exploration, career paths, postsecondary intent, diploma emphasis options, and multiple-year planning. The entire package, through a PowerPoint® computer presentation, has been presented throughout Utah, at national conventions, and to visitors investigating the program from several states, Japan, and Canada. The most outstanding feature of the program lies in the creativity, dedication, and commitment of our entire school system providing these services for all students.

ATTRACTIVENESS OF THE MODEL

The Davis County Schools Comprehensive Guidance Program is comprehensive in design. It is integrated throughout the entire school curriculum in the areas of self-knowledge, educational and occupational exploration, and educational career planning.

Teachers, counselors, parents, industry, business, labor, postsecondary education, Parent Teacher Student Association (PTSA), and numerous other volunteers frequently participate in the following activities: classroom presentations, career days, career fairs, college fairs, applied-technology training awareness, job shadowing, financial aid information, internships, work-based learning, concurrent enrollment, labor market information, training programs, and field trips.

Prior to the adoption of the comprehensive guidance program, a technology vision had begun and was progressing through vast hardware expenditures and software and programming tailored for our district goals, strategic planning, and mission. Comprehensive guidance became the vehicle with which all of this information could be disseminated to students and parents.

Several assessments measuring abilities, aptitudes, achievement, and interest are strategically administered and interpreted throughout the SEOP process. All students participate in guidance curriculum activities and have an individual SEOP prepared with student, parent, and counselor input. The individual SEOP includes the disadvantaged student; students with diverse racial, ethnic, or cultural backgrounds; students with disabilities; students with limited English proficiency; and gifted and talented students.

Contributing to each student's SEOP are the following: a developmental and sequential competency-based curriculum; numerous assessments; a large menu of career awareness and exploration; specialization activities and events; and an informed school staff, community, and parents.

Guidance curriculum is a major component of this program. A curriculum that was complete in scope and sequence, developmental in design, and which complimented the Utah State Core Curriculum was not previously available. A guidance curriculum that was competency-based was also a priority. As a result, money was made available from the Davis County School's curriculum director, Fred Brown, to pay counselors in order to write curriculum that correlated with the National Occupational Information Coordinating Committee (NOICC) and the State Occupational Information Coordinating Committee (SOICC) competencies and indicators. The curriculum was published in junior high and high school manuals in a developmental and sequential format. This curriculum is used throughout Davis County Schools and also in most secondary schools in Utah. It has also been purchased for schools outside Utah. Curriculum supervisors, under the direction of the curriculum director, have written numerous documents that are critical to the SEOP. The Davis Course of Study Curriculum Framework K-12 is frequently used by the counselors to guide students in proper class selection and placement during the SEOP. "A High School Graduation Planning Guide for Students and Parents—An Outline of Requirements for a High School Diploma Committee" was chaired by curriculum supervisors. All curriculum supervisors in the department contributed to the choice of courses required to earn diploma emphasis seals. The director and specialists frequently meet with counselors to assimilate current and accurate curriculum information for each SEOP.

Applied Technology Education (ATE) has a major role in career planning in Davis County Schools. Each high school has an ATE coordinator that works closely with counselors and teachers. Students that have technical training in their SEOP are assisted by the coordinators for placement at the Davis Applied Technology Center (DATC). The coordinators also work cooperatively with an individual representing the Job Service and Davis County Schools. Several employees are housed among the high schools to facilitate apprenticeships and similar job placement opportunities for students.

The ATE curriculum has four levels of focus:

1. Awareness in elementary schools;
2. Exploration in junior high;
3. Focus and pre-specialization in high schools with specific skill training available in some areas;
4. Specific skill training and retraining and lifelong learning in the postsecondary system.

Within these four levels, a core of essential experiences and content has been identified. Two units have been identified in keeping with the State Board for ATE definition of "core" as a body of knowledge that all students must be well instructed in and master at a high level of competence and demonstrate mastery of through assessment accountability. The first is in the junior high exploration level and the second is in the high school pre-specialization level. This exploration is to be accomplished in seventh grade through hands-on activities in business, health, marketing, home economics, agriculture, and technology occupations. The second is designed to provide all students—whether dropout, high school completer, or college bound—with coping skills to make the transition from school to work through insight about resource management, the effects of technology on home and work life, and the importance of good work habits and attitudes in today's economic system. These two units do not remove or disrupt the specific skill offerings, the basic skill mastery, or the enrichment and personal interest offerings. Rather, they provide the essential elements of understanding to promote a successful transition into the world of work. They also provide a sound basis for courses which, when completed, will render the student ready for employment or further training.

The value of Utah's ATE leadership organizations has been recognized for many years. They function as an integral part of the related curriculum for students enrolled in ATE programs. Any student in an ATE class may join the organization for that subject field. In many cases, this experience is the first step toward a lifetime of active public involvement on the local, state, regional, and even national level. Participation in leadership organizations helps students bridge the gap between school and community by promoting the live interaction of educators and students with business, industry, and other components of the world of work. Opportunities abound for meaningful involvement in community improvement projects. Programs of awards, degrees, and other activities complement the objectives of classroom instruction as well.

Tech Prep training takes advantage of school, business, community partnerships, and integration of applied technology and academic curriculum to promote a seamless transition from secondary to postsecondary schools and then job placement. Some high school courses have been articulated with two-year degree certificate programs in postsecondary institutions.

Davis County Schools began the "Capacity Building Phase" of School-To-Careers in the fall of 1995. A coordinator has been hired to move this educational approach into the "Implementation Phase." Committees are all in place with educators, business, and community representatives serving in various areas. School-To-Careers will provide a system for all students through six major areas of focus:

1. Counseling and Guidance—Career awareness, exploration;
2. Work-Based Learning—Exposure and instruction of workplace competencies;
3. Career Majors—Initial selection not later than tenth grade;
4. Collaboration—Local partnerships;
5. Curriculum Integration—High academic and occupational skill standards;
6. Articulation—Strong links between elementary, secondary, and postsecondary education.

The core elements of School-To-Careers are school-based learning, work-based learning, and connecting activities. School-To-Careers is an organized, comprehensive system to help students prepare for, and enter, the work force in a chosen career. Increasing demands of a highly competitive, changing world economy mean that employers need people with high academic, analytical, and technical skills. We are making necessary systemic educational changes so that our students will have these skills as they prepare for a productive life in a changing world. Comprehensive Guidance and School-To-Careers complement one another, producing a strong programmatic educational system for all students.

Responsive services have always been a hallmark for Davis County School counselors. Each school offers a variety of counseling, consultation, and referral services. The unique population, needs of each school, and needs of individual students are determining factors for the many programs offered. Some schools offer group support during school, others offer after-school programs. Such areas as divorce adjustment, school adjustment, anger management, violence prevention, coping skills, and grief are a few examples of school responsive services.

As a district, we have a crisis team that responds to every school when services are requested. It is composed of counselors, social workers, and psychologists who have been trained in crisis response, suicide, and other traumas. They volunteer their time for crisis work. The team assembles at a school, by invitation of the principal, when the death of a student or faculty member has occurred. In coordination with the school's existing mental health professionals, the team conducts crisis groups with students who have been affected.

In the group, students are encouraged to express grief, to develop a strategy for coping with the crisis, and to identify peers and adults who can be their support network. In the event of a suicide, crisis workers ask for a commitment from each group member not to copy the suicide.

The team notifies the parents of students identified as being at risk and encourages them to immediately seek mental health intervention.

The goals of the crisis team are to prevent copycat suicides, offer grieving students emotional support, and enable students to develop coping strategies. Support systems identify students for immediate referral that are at risk for self destructive behavior. The crisis team acts as an early-response team to meet the initial needs of the school during a crisis; they do not provide long-term counseling for students.

The professional agreement for Davis County Schools agrees in writing to provide for system support. The agreement states that counselors will receive two hours of additional release time per month to attend district staff development and professional development activities.

This is usually a minimum of hours reserved for program management, professional growth and accountability. Paid summer conferences and training, as well as school-year system support, are utilized by counselors and their staff.

STRATEGY USED IN GAINING ADOPTION

Davis County Schools began with a pilot comprehensive guidance program in one junior high school and one high school. One counselor and a parent from each school made an informative presentation to the school board. There was reserved interest in adopting the program at that time. However, more schools became involved in training, and the momentum of comprehensive guidance grew.

A pivotal event took place when Dr. Nancy Fleming, assistant superintendent and former counselor, attended comprehensive guidance training. She became an active advocate for the program. Specific districtwide Comprehensive Guidance plans were organized and again the board was approached. This time Dr. Fleming was the presenter and board adoption of comprehensive guidance was the goal.

On June 15, 1993, the Davis School Board adopted comprehensive guidance as a program that would be planned, developed, implemented, maintained, and evaluated in every secondary school. To support the adoption, the school board requested a reduction of the counselor-to-pupil ratio by hiring additional counselors. A directive was also given that the staff of each counseling department and the school administration be trained in comprehensive guidance.

Administrators encouraged and expected counselors to restructure their position as counselors in a program that provided direct services to students at least 80% of the time. Counselors were allotted 16 extra paid days during the summer months and numerous hours after school for restructuring. Staff Development from the Utah State Office of Education and Davis County Schools provided direction, instruction, assistance, and advocacy for this superlative program that is now integrated throughout every secondary school. In the initial stages of program change, only a few schools quickly accepted the challenge for redefining their job expectations. The paradigm of change happened in various degrees and with shades of intensity. Eventually, all schools have moved from a reactive position to a proactive program.

The major responsibility for change was required of the counselors for managing the entire structure. Their support came through service from teachers, parents, business, and community; hardware and software; individualized technology SEOP; materials from the district office; and a committed working vision of an excellent program from district and building administrators. From this commitment, all have benefited.

HOW THE PROGRAM FUNCTIONS IN OUR DISTRICT

The purpose of the Davis County Schools SEOP is to have the school, student and parents, business and community members harvest the benefits of the comprehensive guidance program. The purposes include educational relevancy, long-range planning, articulation, connections, involvement of the educational family, and directed use of educational time. This shared common purpose of a comprehensive program creates confidence in all concerned that their collective action will make a difference in every student's life.

Davis County Schools is constantly improving an extensive computerized SEOP process which is closely aligned with an effective district comprehensive guidance program. The SEOP includes student career information and individual student portfolios, as well as recommended courses relevant to specific career goals for students.

Students in kindergarten through sixth grade are introduced to, and made aware of, the world of work. Career awareness curriculum and activities used in these grades are integrated with the "Choices Jr." guidance information program. Students, parents, and teacher meet three times a year for SEP conferences in elementary schools. This begins the foundation for the SEOP in the secondary schools. Individual student portfolios become a component of the SEOP toward the end of the elementary school experience and continue with the students until graduation.

Junior high students are assessed in regard to their career interests, aptitudes, and abilities. They pursue additional career exploration through the Technology-Life Careers (TLC) program and other career guidance curriculum which has been developed for grades 5-12. Also during seventh and eighth grades, all students utilize the "Planning My Future" computer program to explore additional career opportunity information.

Toward the end of eighth grade, all students will complete a four-year registration plan based on individual career goals. School counselors and parents are closely involved with students as these goals are determined and courses selected. If students change career goals after the initial four-year registration is completed, their registration plan will likewise be adjusted. An annual individual SEOP conference is held with all students, their parents, and a school counselor. Numerous activities are conducted each year by counselors, teachers, business labor and industry, and postsecondary institutions to assist students and parents in choosing an appropriate SEOP.

Recommended courses for grades 9-12 have been identified by teams of counselors, teachers, and administrators; business, labor and industry representatives; postsecondary representatives; and district staff. Students have access to these recommended courses for each of 23 job families (occupational clusters) which include more than 95% of current U.S. labor force occupations. The 23 job families fall under six major career paths: business contact (marketing), business operations, technical, science, arts, and social services.

Three postsecondary intent levels are identified for each of the major career paths: Level one recommends courses which will best help students prepare for entry-level employment; level two identifies basic courses which will be most beneficial for students who plan to enter one of the job families which require up to two years of postsecondary training; and level three identifies those courses recommended for students preparing for four or more years of schooling beyond high school.

Ninth-grade and high school students are further exposed to career information through the "Choices" computer program. The Career Planning Program (CPP)—individual student interest and ability assessment—is administered to every ninth-grade student in the district and assists students in determining career direction.

During a SEOP, students and their parents, with the guidance of a counselor, may select courses leading to a diploma and an emphasis seal. All graduating students will receive a high school diploma. Through planning and achieving goals set in the SEOP, a seal with an academic emphasis, technical emphasis, or fine arts emphasis may be added to the diploma. It is possible to earn two diploma emphasis seals by taking several high-level courses in the required areas.

Electronics will play an important role as college and university information becomes available and is transferred to high school students. Transcripts and entrance application forms may be electronically transferred to institutions of higher learning through the district SEOP.

Recording and storing the SEOP for all students in a school district requires an enormous amount of space and organization. Information needed for each student includes the following: career exploration, career paths, postsecondary intent, recommended courses, multiple-year planning, transcripts, current status in class work, class rank, attendance, and assessment.

Several years ago, a vision of a completely electronic student management system began to be realized. Today, in Davis County Schools, it is a reality. The system is sophisticated yet user-friendly. Counselors have considerable information about every student with the touch of a keyboard. Security and confidentiality have been priorities. Students and their parents are able to view their individual information at all schools and in homes that are electronically linked. Any changes or updating of the SEOP requires the security of a counselor, administrator, or staff trained with security for the SEOP.

Before the formulation of a SEOP, there have been numerous career exploration activities on the computer. Student-centered activities, interactive lessons, and individual assessments also give students and parents individualized information that usually formulate a student profile. Interest, aptitudes, and abilities are also important information used in a SEOP. Counselors and teachers use developmentally appropriate materials that are sequenced to enhance each year of understanding and level of decision making.

Parents are invited, by phone or mailed appointments, to attend an annual SEOP with a counselor and the student. Counselors also have after-school hours and evening SEOP time to accommodate all parents. An inconvenient time or canceled SEOP is always rescheduled. Adjustments to the SEOP are always considered. Parents and student SEOP participation is very high in Davis School District. The quality of each SEOP is an individualized educational and occupational multiple-year plan. Students, parents, and counselors have become valuable educational partners as they develop each SEOP.

Parent and students are also invited to attend career fairs, an open house to view each school's department offerings, post-high-school day, financial assistance for post-high-school training, and a variety of programs to assist parents and students with specialized needs.

Each school gives general information to students and parents concerning numerous course offerings, alternative education, skills and technical training, work options, job shadowing, and apprenticeships related to their career goal. This same information becomes more individualized in SEOP.

Technology has released counselors from the endless paperwork that once defined their position. Tracking each student's progress, instantaneously identifying students in need of assistance, and generating a variety of student lists with specific data allows counselors the time to meet individual student needs.

The SEOP has greatly minimized the number of changes that students make to their schedules. The SEOP now is the focus of each student's education. In several schools, counselors have chosen to allow students and parents to enter their registration on the computer, choosing their class periods and teachers. Students are then responsible for resolving any conflicts in courses desired and making educated decisions. The computer has the capability of placing students with the same career goals in designated classes so the teacher can adapt the core curriculum to specific career needs. Our district computer programmers have an understanding of SEOP as a futuristic approach to their work. They are constantly improving, making additions and adjustments for a state-of-the-art technological student management system.

Coordination begins with communication. Communication becomes valuable when understanding is reached by everyone involved. Coordination also requires motivation and dedication to follow through on decisions and tasks.

Each of our 20 secondary schools has formed advisory and steering committees. The advisory committee develops purpose, direction, and goals for the school's comprehensive guidance program. This committee comprises school staff, students, parents, PTSA leaders, board members, business, labor, and industry representatives. School goals are defined within the district's mission and strategic plan. Site-based goals are chosen as a result of identified needs that are collected from a needs assessment. Students, school staff, and parents are all invited and encouraged to respond. The steering committee provides on-site school management for the program. The membership consists of a broad representation of the school staff.

All members clearly understand that their purpose is to support expected outcomes for all students. They are founded in the district mission statement, strategic plan, and school philosophy.

Counselors have monthly inservice meetings with the comprehensive guidance director, curriculum director, curriculum specialists, data processing personnel, Alternative Education, ATE coordinators, assessment director, and others as needed. A monthly inservice meeting allows all counselors to receive current information for program management and districtwide coordination. These meetings are conducted by the director of Comprehensive Counseling and Guidance. Meeting agendas are sensitive to the suggestions and information requested by chairs of each cone. These chairs meet frequently with all counselors in the cone for planning, networking, and coordination specific to their needs.

Cone chairs function as an advisory group to the director of comprehensive counseling and guidance. They have leadership responsibilities in their own cone as well as in district committees. Counselors and administrators also have frequent inservice meetings. Because Davis County Schools is a rapidly growing district in population and in new and improved programs, constant communication training and coordination is necessary.

All new counselors receive an initial inservice and welcome to their position by the director of Comprehensive Counseling and Guidance. They are assigned a counselor mentor that will work closely with them to help ensure that their position as counselor is both rewarding and productive. The new counselors also receive individual training on the student management SEOP computer program. They acclimate quickly into a job with high expectations and constant demands.

Coordination is also immediately facilitated through E-mail. Messages and memos can go to individuals, the entire group of counselors, junior high schools, senior high schools, cone chairs, or other specific groups. Fax machines are utilized and in-district mail is also delivered daily.

All programs offered from the district office are developmental and interdisciplinary. They coordinate with district goals, strategic planning, and our district mission. The Comprehensive Counseling and Guidance Program offers self knowledge, educational and occupational exploration, and career planning within the guidance curriculum. Counselors share ideas, techniques, procedures, and programs with each other during staff development to foster quality of services. Because of the excellent structure of coordination, all students receive very similar services at each school and grade level throughout the district (see Figure 7.1).

SUCCESS OF THE PROGRAM TO DATE

Creating a strategic plan, a mission statement, expectations for students, and a comprehensive guidance model was achieved through a collaborative effort of school, home, business, and community. Moving from committee work to the written document to realistic implementation requires extensive partnership involvement. As this revolutionary way of meeting student needs gained momentum, so did a need to refine what had been created and affix each element together in a logical and orderly manner. A lengthy evaluation of where we were and what we desired as a complete package emerged. From this evaluation, 13 committees were formed. Every counselor in the district was assigned to a committee. They are the primary managers of this huge undertaking and their endorsement was crucial. As they became involved in the creation or refinement of a part of the program, they could envision how the other parts, together, became a whole. The same realization happened to administrators, parents, students, business, agencies, higher education, and others as they worked collaboratively. The nature of each committee assignment required different task completion dates. Some have finished the assigned task, while others are moving as rapidly as technology and other extenuating circumstances allow. Enthusiasm for the finished project has not diminished. The time element has created a stronger, more unified understanding and desire to see all phases complete. A residual of the success of the program is that the creativity does not stop. We no longer look at the goal as a product but as a continually improving process.

With a desire to have everyone in the school and community understand the SEOP and its benefits, a new project was introduced. A grant application was written to the Utah State Office of Education requesting matching funds for high school marketing students to design a SEOP marketing campaign. The students would learn more about SEOP, use the marketing skills learned in marketing class, and design and implement their school cone campaign. Schools would present their final campaign to their school feeder junior highs and elementary schools. Their SEOP marketing campaign will also be presented to a panel of judges from the education and business sector. The winning high school team will present their campaign to the Davis School Board of Education and be available to the Utah State Office of Education as requested.

The 13 committees and the marketing campaign have been a tremendous collaborative success. The greatest success, nonetheless, still lies in the individual SEOP for every student. Parents have responded very positively as they highlight their child's interests, aptitudes, and abilities and plan together for an educational and occupational plan. Counselors, students, and parents are truly setting a collaborative example in Davis County Schools.

All students determine career plans, set individual goals, and outline expected outcomes and strategies that will enable them to succeed. All of this information is stored in their electronic SEOP. A space is provided on the computer screen to acknowledge that student, parent, and counselor, individually, have approved the SEOP. An area for notes and comments is also provided. This is used to keep documentation of other important dialogue and decisions during the SEOP or other appointments.

STUDENT EDUCATION OCCUPATION PLANNING (SEOP)
DAVIS COUNTY SCHOOL DISTRICT

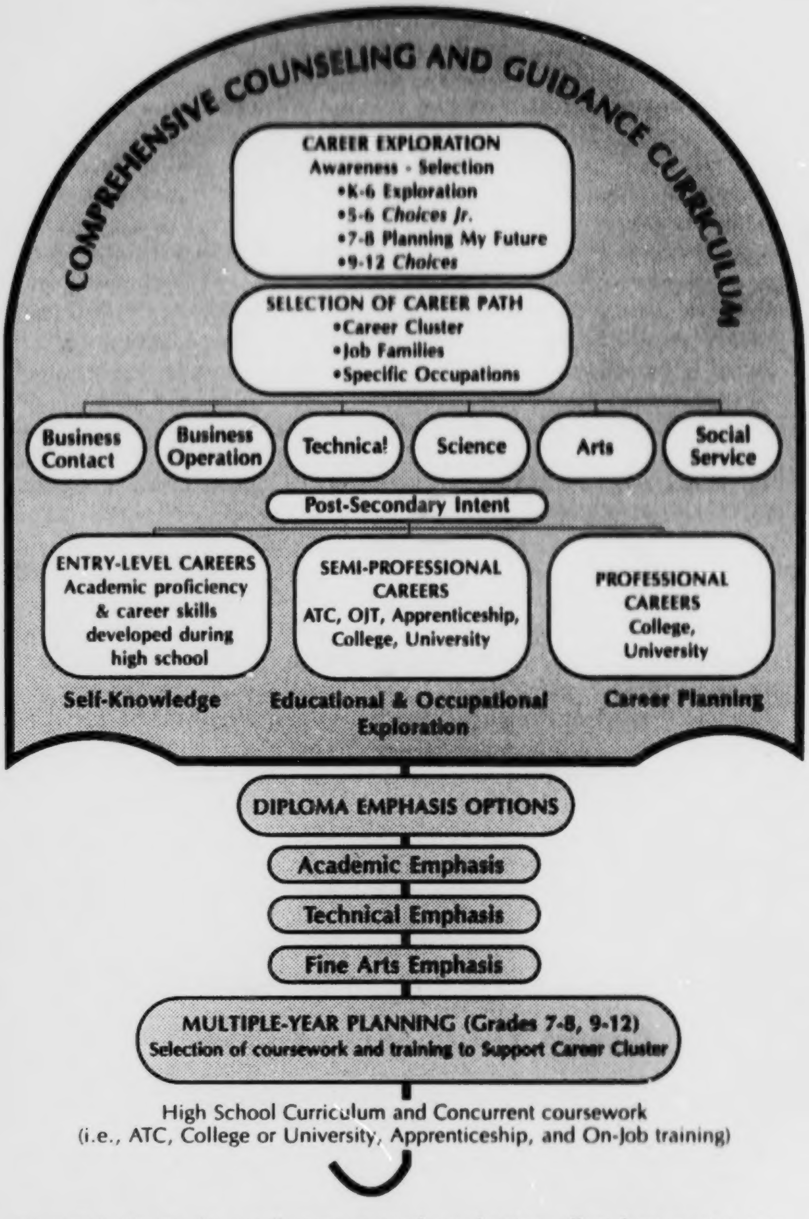
COMPREHENSIVE COUNSELING AND GUIDANCE CURRICULUM
CAREER EXPLORATION
Awareness - Selection
•K-6 Exploration
•5-6 Choices Jr.
•7-8 Planning My Future
•9-12 Choices
SELECTION OF CAREER PATH
•Career Cluster
•Job Families
•Specific Occupations
Business Contact
Business Operation
Technical
Science
Arts
Social Service
Post-Secondary Intent
ENTRY-LEVEL CAREERS Academic proficiency & career skills developed during high school
SEMI-PROFESSIONAL CAREERS ATC, OJT, Apprenticeship, College, University
PROFESSIONAL CAREERS College, University
Self-Knowledge
Educational & Occupational Exploration
Career Planning
DIPLOMA EMPHASIS OPTIONS
Academic Emphasis
Technical Emphasis
Fine Arts Emphasis
MULTIPLE-YEAR PLANNING (Grades 7-8, 9-12)
Selection of coursework and training to Support Career Cluster
High School Curriculum and Concurrent coursework
(i.e., ATC, College or University, Apprenticeship, and On-Job training)

Figure 7.1. Due to the excellent structure of coordination, all students receive similar services at each school and grade level throughout the district.

BEST COPY AVAILABLE

The electronic system keeps current daily information about the status of every student and his or her movement toward the SEOP. Counselors and teachers work cooperatively to determine the competencies that students are taught. Using a checklist and other charts, any competency deficits are identified and then addressed.

The Utah State Office of Education provides a self-study for all school counseling departments. From the data required in this study, each department can readily determine that they are providing a quality program for all students. This evidence is further confirmed when a team of reviewers from outside the school evaluates, in depth, every portion of its program. If the school program passes the standards that have been determined by the Utah State Legislature, the school is then recognized as a Comprehensive Counseling and Guidance School. For three years thereafter, a report is submitted to the Utah State Office of Education to acknowledge that standards are still being met. To maintain an excellent and progressing quality program, a review team returns to the school every three years for an on-site review. The review team again determines if all standards are being met so that the Comprehensive Counseling and Guidance School status may remain intact.

If a school does not pass standards during a review, it is given a designated amount of time to work on areas of weakness in order to become proficient in all areas. The following areas are all required to be in place and effective before a school passes a review:

1. School board comprehensive counseling and guidance adoption
2. Advisory committee
3. Steering committee
4. Needs assessment
5. Time allocation
6. All students receive services
7. Twelve NOICC competencies demonstrated
8. Technology Life Careers (TLC) junior high
9. Placement—high school
10. SEOP
11. Responsive services
12. Program articulation
13. Structural components
14. Inservice training
15. Overall rating

PLANS AND GOALS FOR THE FUTURE

"Working Together Works" is more than a theme for Davis County Schools. It is an active philosophy that encourages continual success. Future plans and goals include welcoming continued collaboration of district office departments and all schools. Comprehensive guidance must be an inclusive program for the model to reach its full potential.

Working together may require additional time. However, a consideration of many ideas will produce a stronger product with committee member ownership. That ownership will transfer into support.

A recently formed committee will create a K-12 comprehensive guidance chart. This chart will indicate proper sequencing of SEOP and career guidance curriculum at each grade level. This will give students, parents, and educators a SEOP and comprehensive guidance curriculum framework for districtwide services for all students. Each school has site-based strategic plans that coordinate with the district strategic plan. The chart framework will enable all district students to receive similar services with site-based decisions.

Extending comprehensive guidance to a K-12 program is another goal. During the 1996-97 school year the initial stages of this goal will become a reality. Of 48 elementary schools, 15 will begin implementing comprehensive guidance. Prior to the addition of the counselors, the schools were embracing the SEP. Students, parents, and teachers have worked together in the following SEP areas:

1. Celebrating the child (student strengths)
2. Areas for improvement (stretching for continual success)
3. Student goals ("I can do better by...")
4. Parent goals of support ("I will support my child's goals by...")

Elementary counselors will be available to add support for the SEP. Curriculum, responsive services, and system support will now be available to the elementary students, parents, staff, and community.

An additional goal that will be managed by our counselors is to achieve more SEOP involvement from all teachers. Counselors will conduct staff development in comprehensive guidance for all teachers and administrators at their school.

With every student having a SEOP, classroom relevancy will strengthen the commitment to their plan. All teachers will be encouraged to coordinate something in their curriculum with the SEOP.

The quality and character of the school district's curriculum are fundamental to the realization of a student's learning achievements. Below are the two key propositions underlying this curriculum framework:

1. All students should have the right to a continuity of educational experiences which meets their present and future academic and career goals.

2. When an organized, thoughtful, curriculum plan is in place, supported by informed educators, the engagement of our students in the learning process is maximized.

ADVICE TO NEW IMPLEMENTERS

As you begin implementing the Comprehensive Guidance Model, think of the process as developmental—working toward a product. A key factor for new implementers to remember is that each counselor is also in a developmental stage of mentally adopting comprehensive guidance.

Some counselors are entering the profession having been taught comprehensive guidance as a major component in their graduate studies. Others have attended staff development, inservice, and conferences featuring comprehensive guidance. Some have limited or no background in the model.

Levels of experience and training are clearly important variables, however a positive attitude or willingness to develop one is the crucial element. For some, positive attitude comes naturally. For others it is a developmental process with individual or team time lines.

Be very cautious about conveying the message that existing programs are to be discarded and replaced with an effective method of offering services to all students.

We are in the business of building and supporting not only students but also professionals. Spend considerable time evaluating the strengths of current services. Strengths are then placed into the model or adapted to fit comprehensive guidance.

This procedure can be time consuming as well as rewarding. Professional and program integrity is validated. The restructuring of the program will be productive rather than interrupted, stalled, or terminated.

Be very deliberate in planning time and specific ways to revitalize, renew, and care for your counseling team. Comprehensive guidance is extremely demanding; unexpected, unscheduled needs of students also require attention. Even the best program with dedicated professionals is very susceptible to burnout. Because counselors are in a helping profession, they often want to be all things to all people at all times. Know that this is impossible. The very best counseling tool that a counselor has is himself. If counselors allow that tool to become dull or worn out, the program and student will suffer. A consistent pattern of going to work early, skipping lunch, and staying late will eventually damage or ruin your tool. The result will not be improved services to students but instead a counselor that is too tired to reach his or her potential.

Comprehensive guidance requires a team effort. Constant consideration for both students and staff is essential. Put balance not only in your comprehensive guidance program but also your life away from school. Support and encourage your accomplishments individually and collectively. Working together works.

CHAPTER 8

Box Elder Comprehensive Guidance Program

TAMI W. ERICKSON

Box Elder County School District geographically spans a 5,643 square mile area and serves 11,305 students in 25 schools. The sprawling area presents a challenge by creating a geographic split of "district alter egos," looking something like north vs. south. Each mirrors the other in secondary level makeup—one high school (grades 10-12), one middle school (grades 8-9), and one intermediate school (grades 6-7). It is an economically diverse district with a large agricultural and industrial base. The district is rural yet has a strong urban flavor concentrated in one area. The incremental shift from a traditional reactive counseling model to Dr. Norman Gysbers' highly successful Comprehensive Guidance Program Model began in one rural school with one counselor who caught Gysbers' vision at a state meeting. This counselor's principal also became a proponent of comprehensive guidance and both were willing to act on the concept. The six secondary schools are now organized into a north and south cone feeder system infrastructure, practicing comprehensive guidance and serving 100% of our secondary students.

NOTE: This chapter is written from the perspective of a high school counseling team member. Looking in on this slice of time, the two district high schools were mazing their way along, coming onboard with comprehensive guidance. Preston Checketts, the initiating counselor, spent one year working as a specialist at the Utah State Office of Education where he saw the "nuts and bolts" of implementation. Upon his return, he trained counselors, thereby facilitating model implementation in each of six secondary schools. This led to the creation of the north and south feeder system structure referred to as *cones*. The cone structure provides more seamless communication between feeder schools and allows for grades 6-12 planning to sequence assessment time lines, guidance curriculum, and individual planning.

HIGHLIGHTING ATTRACTIVE FEATURES OF THE MODEL

Is this race for you?

Entering comprehensive guidance is like entering a race. A runner must study the course, obtain correct equipment, and work out daily to get into shape. When counselors and district investigators first saw the Comprehensive Guidance Program Model, they were immediately attracted to the fact that it was designed to meet the needs of 100% of the students. In assessing the Comprehensive Guidance model, it appeared that each student would have an equal link to his/her counselor. Counselors had long recognized the need for some order in the existing system. As they looked down, it was obvious that their old running shoes were coming apart at the seams; they had far too many miles on them.

The new comprehensive guidance model would virtually pick counselors up and put them down on a new path. They would slide into new high-tech running shoes (see Figure 8.1), study the new program, train, and plan every day to be ready to step up to the starting line and lead their students down a course that, at long last, made sense!

As counselors crept on at a "petty pace" back at the urban school within the sprawling district, many changes were taking place at the state level to set the stage for comprehensive guidance development on the grass-roots level:

- The Utah State Office of Education was making a major effort to restructure guidance and counseling in secondary schools and legislative support was being sought.
- The course work in the counselor training programs throughout the state was focusing on and supporting the restructuring effort by providing instruction in comprehensive guidance. Counselors with this new training were being hired in Utah schools.

Prior to 1993, schools in the Box Elder District were following the clinical/medical counseling model—schedule changing was a paramount feature of the position. This was a comical use of a master's degree in psychology. If counselors were ever out of their offices, it prompted an immediate assumption: "They must necessarily be 'goofing off' and not doing their job, because I can't see them, and they are not here to fulfill my immediate needs." Thus, counselors often waited in their offices for the next crisis. They occasionally emerged and became visible to administer a schoolwide test, or to do a punitive round of hall duty. The practice was a very reactive, randomized model where the counselor's job description was formed by the person standing in front of him or her at a particular moment in time. Control of a counselor's time was determined by almost anyone—except the counselor. Staff meetings and a year-long planning calendar were unheard-of practices.

Counselors spent 100% of their time working with 20% of the students (the top 10% and the struggling 10%). Who was addressing the counseling needs of the remaining 80% of students? It became apparent that the old model was actually a great barrier to effective counseling. It was as if counselors were simulating a race by jogging in place; they were going nowhere. Moving from the concept of counselor as a position to a programmatic system made great sense.

Imagine "Bingo Night" with the caller standing in front of a large glass machine that continuously blows bingo balls up and around. The old model greatly resembled this machine. The counselor—like the caller—would reach into the chaotic machine and grab a bingo ball: "I will now solve problem G-7." One could say the counselor's job lacked scope and sequence. One could also say that the counselor's job was confusing and unfulfilling. Did anyone in the school community have regard for these "fried Freudian misfits" waiting in fear for the next "clinical bingo ball" to fly out of the machine? Or else they were peeking out of the office door to view a long line of students whose desperate pleas for critical class changes quickly deteriorated into grimacing demands. Or else they waited in anticipation of the next add-on assignment to be drop-kicked down the chain of command into the counselor's robotic appendages.

Hindsight paints a grim picture, especially compared to the insight that was provided when counselor Checketts returned from the Utah State Office of Education after serving a year there as a specialist. He was able to catch the state vision, and he brought his expertise to guide us through a restructuring effort. He was assigned to work part time in the Box Elder District and part time as a counselor at the high school.

By this time, the school had just hired three counselors, fresh out of current programs, educated in comprehensive guidance concepts. The talents of the team were diverse: one counselor had extensive career center expertise, another had a public relations background. One team member with clinical savvy negotiated the at-risk population via groups and feeder-school outreach prevention. Our counseling chair had administrative expertise, and our state office counselor was a technology expert who had the know-how to keep us treading water while riding some of the rough waves of change.

This team concept emerged as a significant, positive element of the model that hadn't really been expected. We were able to use our skills to work as a support system for each other, and we combined talents to implement each of the program components. With this dynamic group in place, the race was on!

The five-person counseling team became a high-powered force in shaping the restructuring efforts within the school and within the district. The team attended the third year of state-sponsored training of Gysbers' Comprehensive Guidance Program Model and continued to create a site vision and step-by-step plan to further progress. A sense of acceptance by each counselor on the team was critical. Next, but not less important, was acceptance by the administration and the district. As one may expect, this occurred at varying rates and stages. Before moving ahead, training

FROM POSITION TO PROGRAM

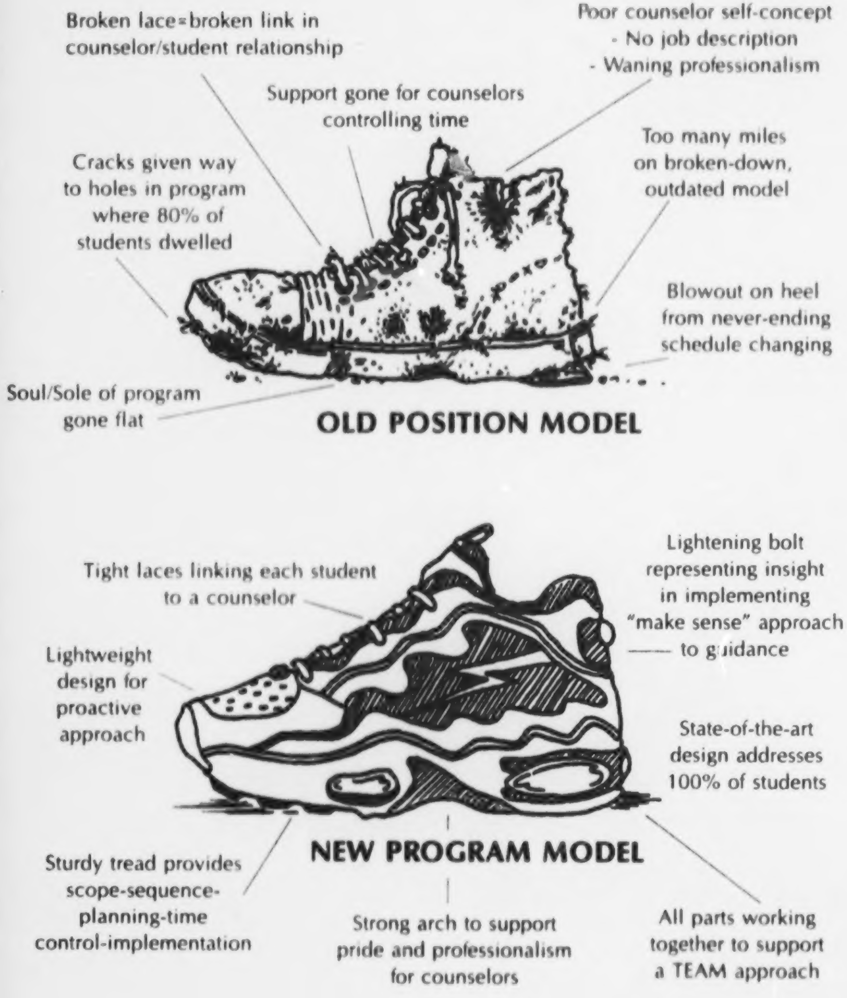
Broken lace=broken link in counselor/student relationship
Support gone for counselors controlling time
Poor counselor self-concept
- No job description
- Waning professionalism
Cracks given way to holes in program where 80% of students dwelled
Too many miles on broken-down, outdated model
Blowout on heel from never-ending schedule changing
Soul/Sole of program gone flat
OLD POSITION MODEL
Tight laces linking each student to a counselor
Lightening bolt representing insight in implementing "make sense" approach to guidance
Lightweight design for proactive approach
State-of-the-art design addresses 100% of students
NEW PROGRAM MODEL
Sturdy tread provides scope-sequence-planning-time control-implementation
Strong arch to support pride and professionalism for counselors
All parts working together to support a TEAM approach

Figure 8.1. Differences between the old "Position Model" and the new "Program Model." (Original art by Travis Wilson, Box Elder High School student body artist.)

education and skill building had to be attended by the entire counseling team—remembering that key administrators are an integral part of the team. Each member of the team had to be willing to participate in comprehensive guidance at the school site in order to serve 100% of the students. The Utah State Office of Education provides training meetings annually in August which feature Gysbers. This is where our principal caught the vision and saw comprehensive guidance as a vehicle for making the entire school work more effectively. Any time a steep hill came in front of us, the principal was on the sidelines cheering us on. He believed in us and our ability to implement the guidance program! So, this was the euphoric feeling described as the "runner's high"!

With the support of the district vocational director and the principal, two important changes were implemented. First, a comprehensive guidance clerk was hired as support staff to the counselors. Secondly, construction began on a spacious, full-service career center that featured a computer lab for the career information delivery system and several professional offices for the counselors, the comprehensive guidance clerk, and the counseling secretary.

The impressive counseling center was a visible, professional message to the school community. We realized that in shifting a paradigm, we need to be responsible for teaching others how to treat us. Sign-up sheets at the desk for appointments put us in control of our time and sent a clear message that drop-ins were no longer preferred.

With acceptance from a new staff in place and support from the administration and vocational director, the team followed the individual planning schedule, providing each of our 2,200 students with a formal or informal Student Education Occupation Plan (SEOP).

After the first set of full-blown SEOPs, the team zealously processed the experience in a staff meeting. The race became exhilarating—endorphins caused visions of future race events to flash across the mind's eye. In advising students about their futures, counselors had also learned more about the amazing power of comprehensive guidance as a catapult to launch students into the next century. The theme for the next year logically emerged: "There is no finish line in this race into the new century."

Perhaps in the old model, counselors accidentally educated students to believe in a world that did not exist. Comprehensive guidance allows counselors to educate student/clients in a world that is ever changing, requires life-long learning, careful planning, and presents a myriad of exciting opportunities. The career that a student will actually perform in the future may still be on today's drawing board. Counselors must now tell their students not to close any doors, but to gear up for a career path that is guaranteed to keep them going in the 21st century.

The world in which they will work will not be the one in which their parents worked. According to one futurist, Gerald Celente, 21st Century America could see a return-to-home movement due to corporate downsizing, transportation costs, and advanced technology. "It's easy to imagine the model 21st Century family as Ozzie and Harriet with laptops!" People will work at home. Healthy, longer-living grandparents will provide childcare and teaching for the children. Homes will be built for multigenerational families, featuring privacy and shared responsibilities (Celente, 1997).

Most counselors were attracted to the profession because they wished to make a difference in the lives of young people. Looking through the lens of comprehensive guidance, the ability to effect real change in the lives of real students was coming into clear focus.

ATTRACTIVE FEATURES OF THE MODEL

- Serves 100% of student population;
- Equal link to counselors all each student;
- Scope and sequence: weekly planning staff meetings, yearly calendaring of program components, sign-up sheets for daily appointments (time control), assessments (time and task analysis), needs of students, teachers, parents (ongoing), feedback on curriculum and responsive service groups, prevention programs, etc.;
- Professionalism and exposure in classrooms & school community;
- Full-service career center featuring career-information delivery system;
- Comprehensive guidance clerk;
- Teaming concept (offering support and constant collaboration);
- Change from reactive to proactive model;
- The ability to help students leave school with a plan;
- The change from counselor as an undefined position concept to a programmatic concept—"Our program is as important as any other program in the school";
- It makes very good sense.

STRATEGY USED IN GAINING ADOPTION OF THE MODEL

"Don't dream flat tires." This line from a Joni Mitchell song comes to mind when contemplating the anticipated resistance to adopting the model.

Missionary zeal works wonders when approaching nonbelievers. This was demonstrated in our district when others could see the passion that counselors were developing for the program.

We followed the state guidelines step-by-step and used the state guidance specialist as a constant resource and consultant. We received permission from our district to organize a team to attend the state-sponsored training of Gysbers' comprehensive model and to begin the implementation process. In 1992, the school board approved the model, and start-up funding was provided by vocational education to make sure the change occurred. In 1994, the first school met program standards; this provided funding for the next steps in launching other sites. Our district is currently one of the few to have a written comprehensive guidance policy supporting guidance as a program.

PROGRAM FUNCTION

Under the direction of our principal, counselors designed a program to meet the program standards identified by the Utah State Office of Education. We conducted a needs assessment with response representation from students, parents, and teachers. We tracked our time using a time and task analysis sheet.

Teachers were invited to a faculty breakfast sponsored by the counselors. A PowerPoint® presentation of an overview of comprehensive guidance was given, and teachers were asked to complete a document listing which areas of the NOICC competencies they actually taught or touched on. Feedback from the assessments was reviewed in counseling department weekly staff meetings and curriculum was developed based upon the results.

Planning was a key element in the process. We appreciated Gysbers' analogy at the conference, likening implementation to fixing a flat tire on a car while the car was still in motion. There were many exhausting and frustrating days when we repeated that analogy out loud—it somehow gave us humor and strength to regroup and go on.

Asserting our newfound rights to professionalism, we took a suggestion from the state guidance specialist to conduct a two-hour, uninterrupted staff meeting from 7:20 a.m. to 9:20 a.m. each Friday. With the nod from our principal, we scheduled these staff meetings off campus at the local Applied Technology Center boardroom. This may have been the single most important thing we did to further our progress in program implementation. Friday meetings were always well attended and featured an agenda that we strictly followed. Our comprehensive guidance clerk took minutes of the meetings on a laptop computer. When we returned to school, the minutes were printed and on our desks within an hour. We have since added an "action list" section with names assigned to each weekly action item. These meetings were serious, yet they had great therapeutic value as well. Counselors had a much-needed forum to vent and process various challenges and to be heard by empathic colleagues. Perhaps the staff meetings doubled as a kind of support group for the counseling team.

This two-hour time block with all counselors away from campus had great benefit for the program and the students, but some administrators and teachers were extremely concerned about our unavailability for those two hours on Friday mornings. One administrator who had not attended the comprehensive guidance training and did not share the vision commented, "Well, the next thing you know the janitors will be getting a comprehensive program." That comment indicated to us that our value to some people was not going to easily shift away from their notions of the counselor's previous role.

Program activities may best be viewed in a component breakdown:

Curriculum

We were able to access students for the purposes of providing life-skill building and career-information curriculum by going into ninth-grade classes on Tuesdays and 10th-grade classes on Thursdays. In ninth grade, all students registered for a class titled "Fundamentals of Technology." Here, counselors worked in dyads to conduct presentations. This left the counseling center covered by the other counselors. Topics included the following: learning style and hemisphericity assessments, introduction to "Choices" (career information system) which was loaded in the technology lab where we taught the session, and administration and interpretation of the Harrington O'Shea Interest Inventory. Tenth graders attended Driver's Education where counselors teamed to teach the following: decision making, futuring, budgeting, self-esteem, Choices (advanced applications), interviewing, resumes, and individual SEOP reviews.

Individual planning

With a goal of 35% of our time going to SEOPs, and 2,200 students to meet with individually, we had to strategize again and again. We came up with a plan to collaborate with the junior high counselors to conduct SEOPs for eighth-grade students coming into ninth grade. We scheduled individual appointments with student and guardian and counselor. They were conducted on Saturdays and in the evenings. Students mapped out their four-year plan with the combined expertise of two guidance staff members available for resource. Monies from comprehensive guidance funding were used to subsidize this effort. The public relations effect was tremendous.

Ninth graders also received an individual SEOP session. Materials from the curriculum presentations were filed in each student's folder. This gave parents and students insight into the student's learning style, interest inventory, and test scores. Career and personal goals were set with parents and students endorsing the plan. These conferences were held during the day for the most part. We believe that these conferences are important enough for parents to take off work and come into the school to plan with their child and the counselor. We were also understanding and accommodating to parents that requested rescheduling appointments in the evening. (It is reassuring to hear President Clinton speak of legislation that will provide work leave for parents to attend their children's school conferences.)

Eleventh graders had exit interviews which were individual SEOPs conducted in the summer before the senior year began. Counselors were funded with guidance monies for some of this time. This was helpful in assessing credit deficits for at-risk students, and we could keep advanced students on track with next-step applications and resume-building ideas. Each student was given resource information on their chosen career area with a plan of how to proceed. Some internships, apprenticeships, and transition plans were set up as a result of these sessions.

A plan was crafted for the special needs population that had a resounding public relations effect. IEP/SEOP conferences were scheduled for special needs students and parents. The student's IEP holder and counselor were both at the meeting. This allowed us to help these students to craft four-six year plans that would result in smooth transitions into the world of work or ongoing training/education. Again, these individual conferences were held in the evenings and funded by special education and guidance monies. This collaboration paid great dividends as we became more familiar with the resource students and were better able to address their needs.

Responsive Services

Representatives from the various local agencies were invited to come to counselor staff meetings to provide inservice on their various offerings and protocols for referral. Clinical training became valuable for quicker assessment of a student's presenting problem and proper and prompt referral to the appropriate agency. Often, students were referred to on-site groups facilitated by counselors or agency cofacilitators. Psycho-educational groups included anger management, life skills, grief, and substance abuse.

One unique program initiated by a counselor was a psychodrama troupe called REACH. This group was another collaborative effort between guidance and drama. The troupe researched topics, received artistic training, and traveled to feeder schools providing prevention skits on such topics as substance abuse, self-esteem, abuse, cheating, and sexual harassment. The counselors traveled with the troupe and processed each topic with small groups of students. This was a very successful prevention effort—the troupe received requests to perform and recognition from many areas of the community at large. In addition, it offered districtwide exposure for the high school comprehensive guidance counselors.

Many departments and classroom teachers would invite the counselors into their classes to present skill-building activities (several examples follow).

An English teacher presenting *Romeo and Juliet* invited a counselor into the classroom to facilitate a discussion on relationships and teenage suicide. Home economics invited a counselor to discuss budgeting. One ninth-grade class had a particular need for counselors to teach stress-management techniques. When an eating-disorders trend surfaced in the cheerleading and drill-team squads, counselors prepared a workshop for students and parents to address this critical issue. Responsive service time was usually scheduled into each day with at least one of the counseling staff members always available for crisis intervention.

System Support

Training and skill building are program enhancements that funding has made more accessable. Staying current is essential when one's job consists of delivering timely information. Also, involvement in professional organizations provides many networking opportunities with other districts, counselors, and ideas.

SUCCESS TO DATE—OBSTACLES

The model and the program have met with a great deal of success in our district. The vocational director states: "In 30 years of working in education, I haven't seen anything that has changed the face of what we do more than the comprehensive guidance program." This gentleman was the former principal who gave the green light to the program in the pilot school. He has had a global view of the project from the beginning to the present.

As the counselor's role was moving toward clearer definition, it meant some responsibilities had to move away from the counselor. One counselor duty that was handed down in our school was administering individual special education placement testing. This was not something that counselors were trained to do, yet it continued to be an expectation. Finally, the head of a university psychology department came in and explained to the principal and special education director that it was illegal for counselors to administer psychological tests; it was not part of their training—it certainly had no place in the comprehensive guidance program components.

Successful features emerging from the model included establishment of the cone concept. Advisory committees now serve entire district cones. This provides many advantages, as many parent advisory board members may have several children in various feeder schools. They are better prepared to provide longitudinal feedback. Also, the sterility of a steering committee meeting held in isolation did not provide as much utility as we thought possible. We began to call our Friday meetings "substeering committee meetings." We would invite various members of the steering committee to come to the meeting and express their views and offer input into counseling activities. This proved to be a very effective use of the steering committee members. Full committee meetings would also acknowledge reports of subcommittee activity. This was a better use of time and provided more useful input.

The program momentum was so intense during the original implementation and move toward certification that one of our greatest challenges is to maintain that momentum. We sense some "slippage" occurring at various sites. In order to have a comprehensive program, activities must be continually occurring in each of the four component areas. We hope that the cone meetings will be a place to provide training, share information and ideas, and refine and improve our extremely successful existing program.

One ongoing obstacle is faculty resistance to accessing students for SEOP conferences during their respective class times. More groundwork needs to take place connecting teachers to comprehensive guidance so they will see the benefits. We would like to be a "comprehensive guidance school" and not merely a school with a comprehensive guidance program. We are all in the same business of preparing students to leave school with skills and a plan for making good use of their educational experience. Why is it that professionals in a school sometimes appear to have forgotten that they are on the same side of the battle?

FUTURE PLANS AND GOALS

A long-range goal for our district is to move toward placing counselors in each school and to produce a seamless comprehensive guidance system that spans K-12.

Another critical issue under discussion by our advisory committee is the need for a district guidance specialist to head up a student services department at the district office. In collaboration with the vocational director, this individual is needed to keep the vision alive and generating.

Believing that an effective school is an affective school, a network within the district for clinical referral and treatment as it relates to educational progress would make perfect sense. On the front lines of responsive services, we see that it is often difficult for parents to access therapists who treat adolescent issues on an ongoing basis. Often, their treatment is in isolation from the school setting with no communication or suggestion for academic accommodations. We need referral, treatment with releases for communication between school counselor and clinician, and follow-up and follow-through with a specific educational plan. If this clinical rapport could be a district provision, I can see many successful outcomes made possible. We realize that this is a "wish list" item, but we believe that it would make responsive services referral much more effective, and, most important, it would enable students to have healthier interaction with the school community. At many sites, it is overwhelming for counselors to conduct individual planning sessions without assistance from trained teachers. The advent of electronic SEOPs would allow other personnel to more efficiently access and utilize the SEOP folder and thereby assist in conducting SEOP conferences. Ongoing training and skill building are key to seeing that the program does not suffer from slippage.

ADVICE TO NEW IMPLEMENTERS

New implementers: Begin at the beginning and take the necessary time for all counselors and administrators to understand the conceptual model and to attach to it. Allow each team member to visualize the paradigm shift and then let their newfound knowledge and excitement drive the actual change.

The shift will require restructuring the thinking of all stakeholders—teachers, parents, students, and the community-at-large. Use trainings and learn techniques for combating resistance.

When discouragement creeps in, regroup, retreat, and grab one of Gysbers' books and read to see how others fought and won a similar battle. Once the eyes have been opened to this program, it is not possible to close them again.

One final caveat: At a recent meeting a teacher was overheard to say that the only reason counselors wanted this new program was the money that it offered. We thought about that statement for about ten seconds before responding "We believe in comprehensive guidance—It works!" If there were no funds available, we would still attempt to implement this model. Lamentably, many aspects of the model that allow it to work would be virtually impossible without funding provisions. The attractive thread that weaves through comprehensive guidance and makes it so valuable is that it maintains a genuine rationale of being student centered and counselor friendly.

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A Statewide View of School Guidance in Texas

JOHN LUCAS

In 1991, the Texas legislature was convinced of the potential of comprehensive, developmental guidance and set aside $5 million annually to be used in competitive grants to schools to expand their elementary guidance programs. This chapter follows the move away from the traditional/reactive model toward the comprehensive/proactive model of guidance. Features of the model, obstacles to adoption, success and problems in progam operation are covered, as well as evaluation for future revisions.

CHARACTERISTICS, SETTING, SPECIALNESS

The evolution to the current focus on establishing and enhancing comprehensive, developmental guidance and counseling programs has occurred over many years. The concept of the counselor delivering a guidance curriculum based on the maturity of students began in Texas in the 1960s with strong elementary school guidance and counseling programs funded with federal money. It focused on producing students who exhibit responsible behavior, have motivation to achieve, have decision-making, goal-setting, planning, and problem-solving skills, and interpersonal and cross-cultural effectiveness.

These early elementary guidance and counseling programs moved away from the focus of the 1958 National Defense Education Act (Public Law 85-864) which funded counselor preparation programs for training counselors in a collection of services.

In 1971, the U.S. Office of Education awarded a grant to the University of Missouri at Columbia to assist all states in developing guides on models for career guidance, counseling and placement. The development of comprehensive, developmental models expanded through the 1980s and into the 1990s.

The number of school counselors employed by Texas public schools dramatically increased during this move away from the traditional model to the comprehensive model. For the 1994-95 school year, Texas public schools employed 8,529 counselors. This number is far more than any other state. New York State ranks second in counselor numbers with 5,770, California ranks third with 4,999, Florida ranks fourth with 4,585, Ohio ranks fifth with 3,510.

MODEL ATTRACTIVENESS, FEATURES/NEEDS

This model shifted focus from the traditional or reactive model to the comprehensive or proactive model.

The comprehensive model came down squarely for a planned program based on student needs and identified priorities. This comprehensive/prevention model requires teaching students skills to appropriately manage their lives. This comprehensive model places emphasis on student goal attainment through a developmental curriculum evaluated with improvement based on evaluation results.

This developmental model which provides consistent service to all students is contrasted with the traditional or reactive model which was intervention/crisis-oriented only. The traditional model was an unstructured program which provided uneven service to students and included many clerical and administrative tasks (see Table 9.1).

Program Area	**Traditional (Reactive)**	**Comprehensive (Proactive)**
Program Design (Input)	• Intervention/crisis oriented only • Unstructured program	• Planned, based on needs assessment and priorities, prevention oriented • Designed program
Program Resources and Organization (Process)	• Emphasis on services • Information dissemination • Clerical administrative task oriented • Counselors only • Unmeasured results	• Emphasis on program • Developmental curriculum • Student goal attainment oriented • All school staff and the community • Evaluated, improvement based on evaluation results
Program Access/Results (Output)	• Individual guidance and counseling only • Uneven service to students	• Group guidance and counseling • Consistent service to all students

TABLE 9.1. Key dimensions of the TEA comprehensive model vs. traditional models of counseling and guidance organized by relevant program areas. (Source: Major portion of table from *The Comprehensive Guidance Program for Texas Public Schools*, TEA, 1990s, p. 7.)

ADOPTION STRATEGY, OBSTACLES, REVIEW, APPRECIATED ASPECTS, COUNSELORS' ROLE IN ADOPTION

The Texas Education Agency (TEA) published *The Comprehensive Guidance Program For Texas Public Schools; A Guide For Program Development Pre-K-12th Grade* (TEA, 1990s).

In 1991, the Texas legislature was convinced of the potential of comprehensive, developmental guidance as described in the TEA Guide and set aside $5 million annually to be used in competitive grants to schools to expand their elementary guidance programs. Schools submitted applications for this grant money based upon implementation of comprehensive, developmental guidance programs as described in the TEA Guide. Evidence of the positive impact of this grant money was presented to the lawmakers during the 1993 legislative session resulting in an increase to the $7.5 million annual grant for this purpose. Currently, 225 counselors are employed in 66 districts with these grant funds.

Although TEA, the Texas Counseling Association (TCA), and the Texas School Counselors Association (TSCA) recommend this guide for use by Texas public schools, the model is required only for those districts funded by the competitive state grant.

PROGRAM FUNCTIONING, OPERATION

The role of the counselor is defined in the TEA Counselor Job Description (Attachment 9.1) and Evaluation Form (Attachment 9.2) developed in cooperation with TCA and TSCA. The role statements are based on the 1992 Texas Evaluation Model for Professional School Counselors (TEMPSC). This job description and evaluation form is congruent with the TEA Comprehensive Guidance Model (see Table 9.2).

Districts are required to evaluate counselors' performance; use of the state form is recommended. However, the Texas Association of School Boards (TASB) reference manual states, "The District shall use the job description and evaluation form developed by the commissioner of education to evaluate counselors. Education Code 21.356." The TASB policy is UPDATE 50, issued August 15, 1995, and is coded DNA (LEGAL). The TASB policy clearly states that districts that adopt this policy must use the TEA job description and evaluation form. Copies of the TEA job description and evaluation forms are available from the Guidance and Counseling Unit of TEA.

CONTEMPORARY PROFESSIONAL ISSUES

At this juncture, Texas has the Guide, Job Description and Counselor Evaluation Forms describing the comprehensive, developmental guidance model for public schools. Additionally, the 1995 Examination for the Certification of Educators in Texas (ExCET), which

Components	Role of the Counselor
Guidance Curriculum: Provides guidance content in a systematic way to all students.	**Guidance:** Teach the school developmental guidance curriculum. Assist teachers in the teaching of guidance-related curriculum.
Responsive Services: Addresses immediate concerns of students.	**Counseling:** Counsel with students individually about their concerns. Counsel with small groups of students about their concerns. Use accepted theories and techniques appropriate to school counseling. **Consultation:** Consult with parents, teachers, administrators, and other relevant individuals to enhance their work with students. **Coordination:** Coordinate with school and community personnel to bring together resources for students. Use an effective referral process to help students and others use special programs and services. **Assessment:** Use student data other than test and appraisal results appropriately for assessment purposes.
Individual Planning: Helps students monitor and understand their own development.	**Guidance:** Guide individuals and groups of students through the development of educational, career, and personal plans. **Consultation:** Consult with parents, teachers, administrators, and other relevant individuals to enhance their work with students. **Assessment:** Interpret test and other appraisal results appropriately.
System Support: Includes program and staff support activities and services.	**Program Management:** Plan, implement, and evaluate a comprehensive program of guidance, including counseling services. Supervise activities of clerical, paraprofessional, and volunteer personnel. **Assessment:** Help plan and evaluate the district/campus group standardized testing program.

TABLE 9.2. Components of a comprehensive school guidance program and roles of the counselor.

all counselor certification candidates must successfully pass to become certified, is based upon the counselor proficiencies required to deliver a comprehensive guidance program. The counselor proficiencies reflect the same shift in focus to what counselors must know and be able to do in a learner-centered environment.

Senate Bill 1, as passed by the 74th Texas Legislature in 1995, provided many changes in the Texas Education Code (TEC). The sections of state statute (TEC §§33.001-33.006) describing guidance and counseling programs funded through competitive state grants (TEC §42.1521) include a provision requiring schools—before implementing the program—to conduct a preview of the program materials for parents (TEC §33.004). No curriculum or materials can be used in the program that are not available for preview by parents. The law also allows, but does not require, schools to obtain written parental consent for students to participate in the guidance and counseling program.

There are a number of new provisions in the TEC granting greater rights and responsibilities to parents. New provisions regarding rights and responsibilities of all parents (TEC §§26.001-26.012) allow them access to written records about their child, including counseling records and counselor evaluations of the child. Parents are also entitled to review all teaching materials, textbooks, and other teaching aids used in their child's classroom. School districts must obtain parental consent before conducting a psychological examination, test, or treatment on a child except under certain circumstances. New health and safety laws also require parental permission to refer a student to an outside counselor for care and treatment of a chemical dependency or an emotional or psychological condition (TEC §38.010).

Parent and counselor roles within the elementary competitive grant programs funded under the state compensatory education allotment (TEC §42.152) remain in law. Districts providing life skills programs for students who are parents must include individual counseling, peer counseling, and career counseling as components of those programs (TEC §29.085). Parents with children who have attended optional extended-year programs, wanting their children retained in the current grade, must meet with the child's principal, teacher, and counselor (TEC §29.082). During the meeting, school officials are expected to explain the longitudinal statistics on the academic performance of students who are not promoted to the next grade level; they also provide information on the affect of retention on a student's self-esteem and on the likelihood of the student dropping out of school.

SUCCESS-TO-DATE, SUCCESSFUL FEATURES, PROBLEM AREAS, RESPONSES, EVALUATION

These numbers of employed public school counselors attest to the fact that the developmental work of the counselor is valued by those the school serves—the students and their parents.

The number of professional school counselors successfully passing the ExCET and becoming certified is steadily increasing. In 1991-92, 650 candidates successfully passed the ExCET and became certified as school counselors. This figure of 650 represents a pass rate on the ExCET of 91.9%. In 1992-93, the numbers were 762 with a pass rate of 91.6%. In 1993-94, it was 803 with a pass rate of 91.0%; in 1994-95, it was 927 with a pass rate of 89.6%.

It is clearly evident from these numbers that certified counselors are being trained in ever-increasing numbers. This increase represents a turnaround from the 1980s, when the numbers of newly certified counselors were steadily decreasing.

The State Board of Education (SBOE) and Texas Legislature actions within the last decade reflect a shared concern about the availability and competency of counselors in the Texas Public School System. These concerns resurfaced in 1994 and 1995 as counselor proficiencies and ExCET competencies were developed, and as the Texas 74th Legislature reexamined funding priorities. Consistent with the refocus of the state education policy toward student academic performance within a policy climate that emphasizies downsizing and deregulation, guidance policy has been distilled to assessing and ensuring quality programs that certify counselors and to creating a form that districts can use in evaluating counselors. Although statutes describing counseling programs and the role of school counselors applies only to programs funded through competitive state grants (TEC §42.152), it is consistent with the TEA Comprehensive Model, which is considered to be the guide for all Texas counselors and for all comprehensive guidance program development from Pre-K through 12th grade. The TEA Comprehensive Model is consistent with the learner-centered environment upon which the new counselor competencies developed for the ExCET are based, as well as the recent evaluation form developed by TEA, TSCA, and TCA in consultation with the commissioner of education.

FUTURE PLANS/GOALS, CHANGES, REVISIONS, DELETIONS, ADDITIONS

Within an atmosphere of fiscal constraint and an overall movement towards student performance-based systems, decision making with regard to counseling and guidance programs will fall more and more under local control. As the student population grows more diverse and the challenges students face more complex, the need to develop comprehensive local guidance policies is now more critical than ever.

ADVICE TO NEW ADOPTERS/IMPLEMENTERS

Experience has shown that the transition from a traditional to a comprehensive guidance and counseling program must be a gradual process. It also underscores the importance of building planning time into the counselor's schedule. The guidance and counseling program design must be conceptualized through a planning phase that includes input from all stakeholders. Based on experience and the tremendous success of comprehensive, developmental guidance in our state in meeting student needs, the school counseling profession, with input from all stakeholders, students, schools, districts, Education Service Center staff, parents, community members, professional organizations, and policymakers, will meet the challenges with further implementation of comprehensive, developmental guidance programs that impact all students.

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PROFESSIONAL SCHOOL COUNSELOR JOB DESCRIPTION

ROLE 1: PROGRAM MANAGEMENT

A. PLANS, IMPLEMENTS, AND EVALUATES A COMPREHENSIVE PROGRAM OF GUIDANCE, INCLUDING COUNSELING SERVICES.

1. Uses a planning process to define needs, priorities, and program objectives.
2. Implements a comprehensive and balanced program.
3. Evaluates the effectiveness of individual activities and the overall program in meeting desired student outcomes.
4. Educates the school staff, parents and the community about the guidance program through a public information program.

ROLE 2: GUIDANCE

A. TEACHES THE SCHOOL DEVELOPMENTAL GUIDANCE CURRICULUM.
1. Outlines, in writing, a campus guidance curriculum consistent with the district's guidance program plan and tailored to campus needs.
2. Teaches guidance units effectively.

B. ASSISTS TEACHERS IN THE TEACHING OF GUIDANCE-RELATED CURRICULUM.
1. Consults with administrators and teachers regarding the teacher's areas of responsibility in teaching the developmental guidance curriculum.
2. Supports teachers in teaching "essential elements" identified in the SBOE Rules for Curriculum which are guidance related.

C. GUIDES INDIVIDUALs AND GROUPS OF STUDENTS THROUGH THE DEVELOPMENT OF EDUCATIONAL PLANS AND CAREER AWARENESS.
1. Involves students in personalized educational and career awareness.
2. Presents relevant information accurately and without bias.

ROLE 3: COUNSELING

A. COUNSELS INDIVIDUAL STUDENTS WITH PRESENTING NEEDS/CONCERNS.
1. Provides counseling systematically.
2. Responds to students individually.

Attachment 9.1. Job description of the professional school counselor.

B. COUNSELS SMALL GROUPS OF STUDENTS WITH PRESENTING NEEDS/CONCERNS.
   1. Provides counseling in groups as appropriate.
   2. Provides group counseling systematically.

C. USES ACCEPTED THEORIES AND TECHNIQUES APPROPRIATE TO SCHOOL COUNSELING.
   1. Uses accepted theories.
   2. Uses effective techniques.

ROLE 4. CONSULTATION

A. CONSULTS WITH PARENTS, TEACHERS, ADMINISTRATORS AND OTHER RELEVANT INDIVIDUALS TO ENHANCE THEIR WORK WITH STUDENTS.
   1. Provides professional expertise collaboratively.
   2. Interprets information and ideas effectively.
   3. Advocates students.

ROLE 5: COORDINATION

A. COORDINATES WITH SCHOOL AND COMMUNITY PERSONNEL TO BRING TOGETHER RESOURCES FOR STUDENTS.
   1. Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate.
   2. Develops and maintains positive working relationships with other school professionals.
   3. Develops and maintains positive working relationships with representatives of community resources.

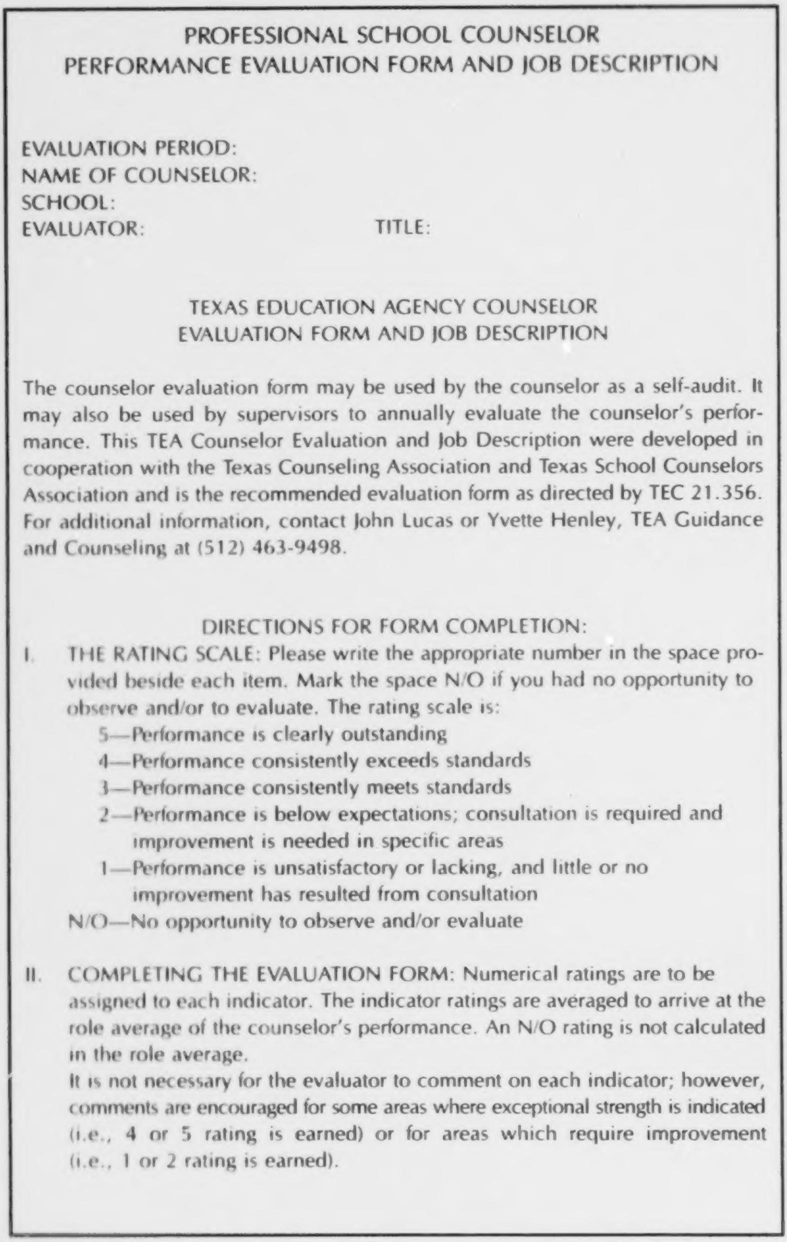
B. USES AN EFFECTIVE REFERRAL PROCESS FOR ASSISTING STUDENTS AND OTHERS TO USE SPECIAL PROGRAMS AND SERVICES.
   1. Accurately assesses students' and their families' needs for referral.
   2. Participates actively in the process for referral of students to school/district special programs and/or services.
   3. Uses an effective referral process for assisting students and others to use community agencies and services.

ROLE 6: ASSESSMENT

A. PARTICIPATES IN THE PLANNING AND EVALUATION OF THE SCHOOL GROUP STANDARDIZED TESTING PROGRAM.
   1. Is knowledgeable in the principles of testing and measurement which underlie standardized testing program development.
   2. Collaborates in the planning and evaluation of the group standardized testing program.

B. INTERPRETS TEST AND OTHER APPRAISAL RESULTS APPROPRIATELY.

1. Correctly applies principles of test and measurement to test and other appraisal results interpretation.
2. Interprets test and other appraisal results to school personnel.
3. Interprets test and other appraisal results to students and their parents.
4. Uses other sources of student data as assessment tools for the purpose of educational planning.
5. Maintains the confidentiality of student assessment.
6. Ensures that the uses of student records are for the benefit of students and personnel working with those students.



PROFESSIONAL SCHOOL COUNSELOR
PERFORMANCE EVALUATION FORM AND JOB DESCRIPTION

EVALUATION PERIOD:
NAME OF COUNSELOR:
SCHOOL:
EVALUATOR: TITLE:

TEXAS EDUCATION AGENCY COUNSELOR
EVALUATION FORM AND JOB DESCRIPTION

The counselor evaluation form may be used by the counselor as a self-audit. It may also be used by supervisors to annually evaluate the counselor's performance. This TEA Counselor Evaluation and Job Description were developed in cooperation with the Texas Counseling Association and Texas School Counselors Association and is the recommended evaluation form as directed by TEC 21.356. For additional information, contact John Lucas or Yvette Henley, TEA Guidance and Counseling at (512) 463-9498.

DIRECTIONS FOR FORM COMPLETION:

I. THE RATING SCALE: Please write the appropriate number in the space provided beside each item. Mark the space N/O if you had no opportunity to observe and/or to evaluate. The rating scale is:
   - 5—Performance is clearly outstanding
   - 4—Performance consistently exceeds standards
   - 3—Performance consistently meets standards
   - 2—Performance is below expectations; consultation is required and improvement is needed in specific areas
   - 1—Performance is unsatisfactory or lacking, and little or no improvement has resulted from consultation

   N/O—No opportunity to observe and/or evaluate

II. COMPLETING THE EVALUATION FORM: Numerical ratings are to be assigned to each indicator. The indicator ratings are averaged to arrive at the role average of the counselor's performance. An N/O rating is not calculated in the role average.
   It is not necessary for the evaluator to comment on each indicator; however, comments are encouraged for some areas where exceptional strength is indicated (i.e., 4 or 5 rating is earned) or for areas which require improvement (i.e., 1 or 2 rating is earned).

Attachment 9.2. Performance evaluation form and job description for school counselors.

BEST COPY AVAILABLE

PROFESSIONAL SCHOOL COUNSELOR
PERFORMANCE EVALUATION REPORT

ROLE 1: PROGRAM MANAGEMENT

A. PLANS, IMPLEMENTS, AND EVALUATES A COMPREHENSIVE PROGRAM OF GUIDANCE, INCLUDING COUNSELING SERVICES.

1. Uses a planning process to define needs, priorities and program objectives. N/O 1 2 3 4 5
2. Implements a comprehensive and balanced program. N/O 1 2 3 4 5
3. Evaluates the effectiveness of individual activities and the overall program in meeting desired student outcomes. N/O 1 2 3 4 5
4. Educates the school staff, parents and the community about the guidance program through a public information program. N/O 1 2 3 4 5

ADD SCORES______
ROLE AVERAGE______

ROLE 2: GUIDANCE

A. TEACHES THE SCHOOL DEVELOPMENTAL GUIDANCE CURRICULUM.

1. Outlines, in writing, a campus guidance curriculum consistent with the district's guidance program plan and tailored to campus needs. N/O 1 2 3 4 5
2. Teaches guidance units effectively. N/O 1 2 3 4 5

ADD SCORES______

B. ASSISTS TEACHERS IN THE TEACHING OF GUIDANCE RELATED CURRICULUM.

1. Consults with administrators and teachers regarding the teacher's areas of responsibility in teaching the developmental guidance curriculum. N/O 1 2 3 4 5
2. Supports teachers in teaching "essential elements" identified in the SBOE Rules for Curriculum which are guidance related. N/O 1 2 3 4 5

ADD SCORES______

Attachment 9.3. Performance evaluation report for professional school counselors.

C. GUIDES INDIVIDUAL AND GROUPS OF STUDENTS THROUGH THE DEVELOPMENT OF EDUCATIONAL PLANS AND CAREER AWARENESS.

1. Involves students in personalized educational and career awareness.	N/O 1 2 3 4 5
2. Presents relevant information accurately and without bias.	N/O 1 2 3 4 5

ADD SCORES______

ROLE AVERAGE______

ROLE 3: COUNSELING

A. COUNSELS INDIVIDUAL STUDENTS WITH PRESENTING NEEDS/CONCERNS.

1. Provides counseling systematically.	N/O 1 2 3 4 5
2. Responds to students individually.	N/O 1 2 3 4 5

ADD SCORES______

B. COUNSELS SMALL GROUPS OF STUDENTS WITH PRESENTING NEEDS/CONCERNS.

1. Provides counseling in groups as appropriate.	N/O 1 2 3 4 5
2. Provides group counseling systematically.	N/O 1 2 3 4 5

ADD SCORES______

C. USES ACCEPTED THEORIES AND TECHNIQUES APPROPRIATE TO SCHOOL COUNSELING.

1. Uses accepted theories.	N/O 1 2 3 4 5
2. Uses effective techniques.	N/O 1 2 3 4 5

ADD SCORES______

ROLE 4: CONSULTATION

A. CONSULTS WITH PARENTS, TEACHERS, ADMINISTRATORS AND OTHER RELEVANT INDIVIDUALS TO ENHANCE THEIR WORK WITH STUDENTS.

1. Provides professional expertise collaboratively.	N/O 1 2 3 4 5
2. Interprets information and ideas effectively.	N/O 1 2 3 4 5
3. Advocates for students.	N/O 1 2 3 4 5

ADD SCORES______

ROLE 5: COORDINATION

A. COORDINATES WITH SCHOOL AND COMMUNITY PERSONNEL TO BRING TOGETHER RESOURCES FOR STUDENTS.

1. Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate. N/O 1 2 3 4 5
2. Develops and maintains positive working relationships with other school professionals. N/O 1 2 3 4 5
3. Develops and maintains positive working relationships with representatives of community resources. N/O 1 2 3 4 5

ADD SCORES______

B. USES AN EFFECTIVE REFERRAL PROCESS FOR ASSISTING STUDENTS AND OTHERS TO USE SPECIAL PROGRAMS AND SERVICES.

1. Accurately assesses students' and their families' needs for referral. N/O 1 2 3 4 5
2. Participates actively in the process for referral of students to school/district special programs and/or services. N/O 1 2 3 4 5
3. Uses an effective referral process for assisting students and others to use community agencies and services. N/O 1 2 3 4 5

ADD SCORES______
ROLE AVERAGE______

ROLE 6: ASSESSMENT

A. PARTICIPATES IN THE PLANNING AND EVALUATION OF THE SCHOOL GROUP STANDARDIZED TESTING PROGRAM.

1. Is knowledgeable in the principles of testing and measurement which underlie standardized testing program development. N/O 1 2 3 4 5
2. Collaborates in the planning and evaluation of the group standardized testing program. N/O 1 2 3 4 5

ADD SCORES______

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B. INTERPRETS TEST AND OTHER APPRAISAL RESULTS APPROPRIATELY.

1. Correctly applies principles of test and measurement to test and other appraisal results interpretation. N/O 1 2 3 4 5
2. Interprets test and other appraisal results to school personnel. N/O 1 2 3 4 5
3. Interprets test and other appraisal results to students and their parents. N/O 1 2 3 4 5
4. Uses other sources of student data as assessment tools for the purpose of educational planning. N/O 1 2 3 4 5
5. Maintains the confidentiality of student assessment. N/O 1 2 3 4 5
6. Ensures that the uses of student records are for the benefit of students and personnel working with those students. N/O 1 2 3 4 5

ADD SCORES______
ROLE AVERAGE______

WORKSHEET FOR FIGURING FINAL EVALUATION RATING

ROLE	AVERAGE SCORE
PROGRAM MANAGEMENT	________
GUIDANCE	________
COUNSELING	________
CONSULTATION	________
COORDINATION	________
ASSESSMENT	________
ADD SIX ROLE SCORES	________
DIVIDE BY SIX TO OBTAIN OVERALL RATING	________

SUMMARY EVALUATION

For this evaluation period, the overall appraisal of this counselor's performance is given below. It reflects an average of the ratings of the roles, and indicators.

______ 4.5 - 5.0 Performance is clearly outstanding.

______ 3.5 - 4.49 Performance consistently exceeds standards.

______ 2.5 - 3.49 Performance consistently meets standards.

______ 1.5 - 2.49 Performance is below expectations; consultation is required and improvement is needed in specific areas.

______ 1.0 - 1.49 Performance is unsatisfactory or lacking, and little or no improvement has resulted from consultation.

EVALUATOR'S SIGNATURE TITLE DATE

I have discussed this evaluation with the evaluator and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position. A copy is to be retained by the evaluator and the original is to be given to the Director of Personnel to be placed in my personnel file.

COUNSELOR'S SIGNATURE DATE

Attachment 9.4. Worksheet used to calculate final evaluation rating.

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The Comprehensive Guidance Program Model in Northside Independent School District, San Antonio, Texas

PATRICIA HENDERSON

The Northside Independent School Distict embarked on the implementation of the Comprehensive Guidance Program Model in the 1980s in order to extensively revamp its guidance program. This chapter focuses on the adoption and adaptation of the model, the success seen to date, some ideas for the future, and advice for those beginning the process.

Beginning in the early 1980s, administrators and counselors in the Northside Independent School District, San Antonio, Texas, decided to improve their guidance program. District administrators wanted more consistency in the counseling program across the district; they recognized that a lot of good things were happening in the various schools but not in all of the schools. Administrators were dissatisfied with the counseling program because they believed that many students were not receiving enough of the counselors' services. Counselors, in turn, felt that they were not making the best use of their expertise. The district embarked on an extensive effort to revamp its guidance program. The program was redesigned over the course of 2½ years and, at the time of writing this chapter, Northside is in the 10th year of its implementation of the Comprehensive Guidance Program Model. In fact, a revision process has recently been completed (Northside Independent School District, 1994a).

Initially, the district administrative leadership expressed support for the comprehensive and developmental program models to the guidance program director, building-level principals, and counselors. This support from the top gave the requisite permission to the staff to study the guidance program and to make recommendations for improving it.

Northside's adoption of the Comprehensive Guidance Program Model is fully described in *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1988). The emphasis here will be on the processes used in the adoption and adaptation of the model, the success seen to date, some ideas for the future, and advice for those beginning the process.

SALIENT CHARACTERISTICS

Northside's comprehensive guidance program is different from traditional guidance program models in that it defines roles for school counselors that are professionally appropriate, based on recognition of school counselors' special competencies (e.g., guidance and counseling). The program is systematic and designed to be student centered. Its basis is developmental guidance, and it provides services for all students, their teachers, and their parents. Additionally, the program design clarifies priorities for the outcomes that students should achieve and for the ways that school counselors should spend their time. Leadership of the program and the program staff is assigned to guidance professionals at both the district and building levels. It is integrated with other educational programs and is articulated across the elementary school, middle school, and high school levels.

ATTRACTIVENESS OF THE MODEL

The Comprehensive Guidance Program Model provided a meaningful way to reconceptualize the guidance program. Some of what counselors were doing was of vital importance to students; some was necessary to the successful operation of a school. However, there were complaints that not all students benefited from the counselors' services. For example, high school counselors were perceived as spending more time helping academically talented seniors leave the school than helping ninth graders get off to a good start. At all levels, many students who were academically unsuccessful were not being counseled. There were some criticisms that the counselors were doing inappropriate tasks. Counselors had too much paperwork to do. High school counselors spent too much time doing "credit checks"; middle school counselors spent too much time registering new students and responding to the high schools' demands for preregistration of eighth graders. Thus, in the eyes of district administrators, the model was attractive because it offered a vision that kept the best of the traditional program, while adding new elements and eliminating others, thereby forming the "new" program. Valued tasks performed by counselors were described in the responsive services and the individual planning components of the model. At Northside, the guidance curriculum component was highly valued, but it needed enhancement at the elementary level and to be added at the secondary level. System support, as a component, provided focus to those nonguidance and counseling tasks that needed to be eliminated.

The traditional program had evolved in response to student and system needs. Historically, school counselors have been most valued for the help they provide to students with problems. Counselors are unique on a school staff because of their expertise in working with individual students and small groups of students who have emotional problems that interfere with academic progress. They are clearly the specialists to whom teachers turn when they want to refer students to special programs or services. Additionally, they have the skills and the knowledge to consult with parents and teachers experiencing difficulty with students. The inclusion of the responsive services component in the model gives this set of services a visible place in the guidance program.

School counselors have also been valued for their guidance as students and their parents make educational and career decisions. In the opinion of the Northside staff, this role had become nearly all-consuming for the middle school and high school counselors. Pre-registration, registration, and testing absorbed a great deal of counselors' time. On the other hand, the importance of helping students and their parents select courses and understand test results was recognized. The individual planning system component provides for the traditional counselor role while it re-emphasizes the need for the counselor's responsibilities to focus on students.

In the Northside Independent School District there was no doubt that counselors should continue in these roles. Counselors will always be needed to guide and counsel students. The decision makers and counselors could see that these current job tasks would fit into the new program—the new program would not be totally new. What the model did was to describe these current job tasks as components within the comprehensive program, giving them legitimacy while at the same time leaving space for new ideas and job tasks.

The district wanted the guidance program to be designed to provide counselors' services for all students. District leaders wanted a developmental program—one which attended to the needs of all students in a proactive and organized fashion. The guidance curriculum component provides a developmental program. The model suggested that the content of the guidance program be identified, as well as the skills and knowledge that counselors will be responsible for helping students to learn. The curriculum is based on the same premise as that of other disciplines: students can be taught to understand themselves, make wise choices, and communicate well in a developmentally appropriate sequence. The model also suggested that the curriculum could be outlined in proper sequence for students K-12 and taught by counselors of all levels. Some guidance curriculum was taught by the Northside elementary counselors, but it was not a part of the secondary-level guidance program.

Finally, the Comprehensive Guidance Program Model provided the rationale for eliminating the worst of the in-place program: the inappropriate job tasks that had come to seem like essential parts of the guidance program. System support, as defined by Gysbers and Moore (1981), described the support needed from the school system for a comprehensive guidance program to work (e.g., counselor-staff development and public relations). At Northside, the district leadership included in its definition of the system support component those efforts which the guidance department undertook in support of the system (e.g., system-focused parts of preregistration, registration, and testing). By including these tasks in the comprehensive program concept, they became targets for "displacement," another attractive concept in the Gysbers Model (Gysbers & Henderson, 1994).

STRATEGY USED IN GAINING ADOPTION OF THE MODEL

A steering committee, made up of administrators and counselors from across the district, was formed for the purpose of developing a basic structure, within which a districtwide guidance program could operate. The director of guidance chaired the Guidance Steering Committee, an appropriate role for the district administrator with guidance expertise, who ultimately is accountable for the quality of the program districtwide and for ensuring that the new program is implemented. Other district-level administrators with an investment—both programmatic and fiscal—in the guidance program were included, both as representatives of those who used the counselors' services as well as resource providers. At Northside, these were the Deputy Superintendent, Associate Superintendent for Instruction, and the Directors of Elementary, Secondary, Special, and Vocational Education. The campuses were represented by principals from a middle school, and a high school, and two elementary schools. There were seven counselors on the committee (two counselors from each level and a vocational counselor). Their charge was to study the current guidance program and to make recommendations for its improvement.

As a prerequisite to their work, the committee members were educated about the national status of guidance in the schools at the time (Herr, 1979) and about the Comprehensive Guidance Program Model described by Gysbers and Moore (1981). The national trends highlighted remain relevant today and include the following: developmental guidance programs at all levels (not just the elementary level), fuller career-development assistance, the re-professionalization of the school counselor (particularly the high school counselor), and systematic planning for guidance programs. The committee discussed the recommendations suggested by Herr (1979) for improving the future of school guidance programs and services. They adopted the Comprehensive Guidance Program Model as the ideal because of its developmental focus, commitment to services for all students, and description of four components which made sense of the reality and the promise of guidance and counseling. Northside believed that the Comprehensive Guidance Program Model provided hope for the maximum use of counselors' skills.

The entire first meeting (and some portion of the next three meetings) was spent bringing the members together in their vision of what an excellent guidance program should be. This approach served us well and provided a foundation as we proceeded through the three-year process of remodeling our program. The other tasks we accomplished at this time were to delineate the program's content areas—goals and outcomes for students (Northside Independent School District, 1989) and to write the structural components—the rationale, assumptions, and definition—of the emerging new Northside Comprehensive Guidance Program (Gysbers & Henderson, 1994).

The overall program-development process included the major phases of planning, designing, implementation, and evaluation. This process allowed us to change slowly; this worked well for the counselors but has tried the patience of some administrators. Counselors had time to grasp the vision, since they learned about the model less directly than did members of the steering committee. We relied a lot on the leadership of the counselors who were members of the committee. The gradual process also allowed counselors time to cope with the impending changes and identify some specific ways they wanted to change. Administrators are typically action-oriented problem solvers; they wanted the envisioned changes to happen immediately. Fortunately, the administrators on the steering committee communicated to their fellow administrators the rationale for making changes slowly.

In adopting and adapting the model (the designing phase of the process), we analyzed the discrepancies between the current guidance program and the guidance program desired by the district. In the planning phase, we assessed our in-place program and quantified its design in terms of the amount of time counselors spent on each of the program components and the percentage of time spent with various clients served by the counselors. In the designing phase, we established priorities for counselors' expenditure of time. The in-place program data were then contrasted with the data for the desired program design. Table 10.1 displays the clients-served data for the current program and the desired program designs. Obvious discrepancies between who counselors were serving and to what degree, and who they should be serving and to what degree provided data upon which to base recommendations. For example, at the high school level, counselors were spending 45.5% of their time providing developmental guidance to students; this contrasts with the 30% that was desired. Further study helped us understand that most of this guidance was provided to individual students. Thus, a recommendation followed suggesting that high school counselors provide develop-

Northside Independent School District
Percentage of Counselors' Time Spent With Clients
in the Current Guidance Program (1983)
in the Desired Program (1986)

	HIGH SCHOOL		MIDDLE		ELEMENTARY	
	C*	D**	C*	D**	C*	D**
STUDENT						
Developmental	45.5	30	28.3	30	40.3	40
Preventive	10.8	15	17.8	15	12.8	15
Remedial	7.6	15	7.7	12	4.4	10
ADULT						
District Admin	3.2	5	8.2	5	5.7	5
School Staff	23.8	15	24.2	18	28.3	15
Parents	8.4	10	10.1	15	7.0	12
Community Reps	3.1	10	3.3	5	3.0	3

*C = current program **D = desired program

TABLE 10.1. Client-served data reflecting both the curent program and the desired program designs.

mental guidance in groups with the end result being less time spent in this mode, and the corollary, with more students being guided!

At all three levels, students with remedial guidance needs were being underserved. At the high school level, 7.6% of counselors' time was spent with these clients, contrasted with the 15% desired. At the middle school level, 7.7% of counselors' time was spent with these clients, contrasted with the 12% desired. At the elementary school level, time was 4.4% versus the 10% desired. A districtwide recommendation was made for counselors to spend more time helping those students who had already faced problem situations or who had already made unwise choices and were in need of remedial attention.

We also learned that counselors spent more time with school staff than was recommended. At the high school level, 23.8% of counselors' time was spent with staff versus the desired 15%; at the middle school level, it was 24.2% versus the desired 18%; at the elementary level, it was 28.3% versus 15%. Analyzing this data one counselor remarked, "I listen to a teacher complain about a student for a whole period, and I have about 10 minutes to work with the kid!" We also learned that counselors were underserving parents. Spending more time on parent education as well as consultations became goals. The discrepancy identification process allowed us to recommend changes that we were sure were right.

Beyond the natural resistance to change, the main obstacles we confronted have been due to lack of training or education. Initially, everyone needed to learn about the model itself. The counselors and principals needed to have a vision of what could be before they could displace inappropriate tasks with appropriate ones. Once they began to do this, teachers and parents had to become educated about what was going on so they could adjust to the changed role of the counselors.

Some of the counselors' resistance to the model was based on concerns about the need to acquire new skills and update old skills. Inservice training has been provided for counselors in such skill areas as modern instructional technology, group counseling, and consultation with parents and teachers. Texas' educational reform movement has led to an emphasis on staff development. In addition, the state's counselor licensure law includes continuing-education requirements for renewal. These factors worked to the school district's advantage because counselors continually seek professional development opportunities.

Counselors were involved in the adoption of the model in various ways. The seven counselors from the steering committee were the most fully involved in the adoption process. They participated in the committee's debates, they taught the other counselors about the model, and they guided their work on the working committees.

As the project neared the implementation phase, an expanded group of counselor leaders—the Guidance Leadership Team—was formed. This group comprises four counselors from each school level (elementary, middle, and high school). A counselor from each school level was assigned to each component of the program model. Each counselor thus became the expert for one of the components for his/her level. The first task of the Guidance Leadership Team was to amass the existing exemplary practices that fit into the comprehensive program components. To accomplish this, they educated their peers about the components and helped them to identify their current exemplary practices.

The curriculum experts collected exemplary guidance lessons and units from their colleagues. The individual planning group collected and blended the best ideas from their colleagues regarding test results interpretation, orientation, preregistration, and career and vocational planning. The responsive services team collected the practices currently used by counselors in individual and small-group counseling, consultation, and referral and grouped them according to the priority topics identified by the steering committee. The system support subgroup identified the tasks performed by counselors in support of other programs within the system, and they developed recommendations regarding the support that the guidance program needs from the system. As they gathered the specific examples, the Guidance Leadership Team members were able to provide operational definitions of the components of the Comprehensive

Guidance Program Model. The practices were then published in resource guides for all to use.

The formal organizational structure of the guidance department includes head counselors at the middle schools and high schools. The elementary level is led by four "lead" counselors. These head and lead counselors provided input to the steering committee on topics of importance in their buildings. They also led the other counselors in their buildings in a review of *Northside Comprehensive Guidance Program Framework* (Northside, 1986) via a "Discussion Guide" that was used districtwide. This was the beginning of inservice education and training efforts to help guidance program staff members learn about the program and develop the requisite competencies to implement it effectively. Finally, nearly all counselors were involved in the various "work groups" (Gysbers & Henderson, 1988) formed to assess the status of the current program and to brainstorm ways to bring about the needed changes.

The model is appreciated by counselors at Northside because it allows them to serve all students developmentally. The program is well planned and organized. The image of Northside's counselors has improved. They are perceived, by themselves and others, as professionals with a special contribution to make to students' growth and development. Inappropriate (quasi-administrative and pseudo-therapeutic) tasks have been, to a great extent, eliminated from their working day.

HOW THE PROGRAM FUNCTIONS IN OUR DISTRICT

At the district level, the basic structure of the program was established by the steering committee and published in the *Comprehensive Guidance Program* (Northside, 1986). The process for establishing the basic structure called for the steering committee to work for consensus and to make difficult decisions about the design of the desired program. The steering committee also wrestled with and arrived at consensus about how counselors' time should be allocated to each component of the program to ensure a proper balance. This design is displayed in Table 10.2 and is dramatically different from the design of the old program. It took time for the actual balance of our program to reflect the desires of the steering committee, but at the ten-year evaluation, we had come very close to achieving the goals of our original vision. This statement of priorities for the use of counselors' time and talent continues to be critical to the success of our change efforts. The design created in the revision process is a natural evolution from the original design, reflecting changed priorities for students and schools from the 1980s to the 1990s, improved understanding and respect for school counselors' special competencies, and recognition for the scope of the tasks needed to guide children and youth.

In the original program design effort, each component was consid-

Desired Percentages for Allocation of Counselors' Time by Component

	ELEMENTARY	MIDDLE	HIGH
GUIDANCE CURRICULUM	40	30	25
INDIVIDUAL PLANNING	25	30	30
RESPONSIVE SERVICES	25	25	30
SYSTEM SUPPORT	10	15	15

TABLE 10.2. Design depicting the distribution of counselors' time to each component of the program in order to ensure the proper balance in a comprehensive program.

ered separately. The topics to be addressed in each component were listed and priorities within each component were established. The priorities for the guidance curriculum and responsive services components were agreed to readily. Setting the priorities for the individual planning system involved more debate. Recommendations were made for ways to streamline the counselors' support of the overall educational system and for ways to enhance the support given to the guidance program by the system.

GUIDANCE CURRICULUM

The content of Northside's guidance curriculum component is derived from the basic skills identified in the program definition. Consensus as to what was most important at each school level was not difficult to arrive at. For example, helping students to "understand and respect themselves" and "understand and respect others" were of utmost importance for all students but were considered to be of primary importance at the elementary school level. "Making wise decisions" and "solving problems" were priorities for the middle school level.

A plethora of changes have been made in implementing the new program. Some of these changes are major, some are more subtle. Examples of major changes in the implementation of the guidance curriculum include the time spent, the instructional methodology used, and the specification of the curriculum. Before the installation of the Comprehensive Guidance Program Model, counselors' records were not kept according to the components, so comparative data are not available. Nonetheless, Northside counselors will tell you that they teach more guidance lessons than they did before. On the average, an elementary school student receives 28 guidance lessons taught by counselors, the middle school and high school student averages nine counselor-taught lessons in a year.

In addition to spending more time in classroom guidance, counselors have renewed their teaching skills. This effort has encouraged counselors to do more teaching than telling and has helped them be more consistent when planning their lessons and units. At the secondary level, we encourage teachers to teach the guidance curriculum with the help of the counselors who act as consultants to them. In the middle schools, *Skills for Adolescence* (Quest, 1985) has been incorporated into the program as a teaching assignment. At the high school level, the Career Center Technicians assist by teaching students how to use information and media resources as they explore their career development.

Another major change in implementation of the guidance curriculum has been the publication of the "scope and sequence." This not only ensures more consistency of content across the district, it has helped counselors make better use of their program-materials budget money by clarifying what topics they need to emphasize. It has also facilitated the infusion of guidance into other curricula, such as social studies and health, and provided the baseline for relating guidance curriculum to Texas' statewide curriculum (1988). More subtle changes are seen in individual counselor's efforts to organize their materials and files according to the content identified as appropriate for each grade level.

RESPONSIVE SERVICES

The priorities for how counselors are to respond to students with problems were also established without conflict. Counselors in our district are part of the educational team, thus their attention needs to focus on helping students whose problems interfere with their academic success. For the problems identified as recurring, the priority for counseling/consultation/referral services is as follows:

1. Academic failure
2. Child abuse
3. Divorce
4. Grief, death, or other loss
5. Suicide threats
6. Sexuality issues
7. School attendance problems
8. Behavior problems
9. Peer problems
10. Substance abuse problems
11. Other family issues distracting the student

With the clarification of recurrent problem topics presented by students to counselors, delivery of responsive services has also become more systematic. Counselors prepare for and conduct more small groups because they are cognizant of what problems to anticipate and what the system views as important. A major addition to our high school program has been the provision of small group counseling to ninth graders who are failing more than one subject at the end of the first or second grading periods (an ounce of prevention!). In addition, our approach to individual counseling has become more systematic. At the elementary level, counselors participate in staffings with all of the teachers in a grade level to identify those children who are having difficulties and to determine the most appropriate means of helping them.

Counselors know that the system values their school counseling training and expertise, and that they are not expected to provide therapy. Counselors continue to improve their knowledge of referral sources and their referral skills. The district has written administrative procedures for "Helping Students Manage Personal Crises." Again, this clarifies the expectations for the counselors' roles and helps them feel on firm ground as they make some of the more difficult professional judgments—including, in this instance, determining when to inform parents that their child has a problem.

Recognizing that parents had been underserved in the guidance program, counselors have tried new ideas with the goal of enhancing the level of parent participation and increasing their satisfaction with our efforts. Once a semester, Parent Education Workshops are offered on our middle school campuses. The middle schools have been used as a "middle ground" in the definition of community service. High school communities seem to be too large to inspire community commitment from the parents who typically need, or want, parenting-skills training. The elementary campuses describe smaller communities (N = 37) and tax the resources of the guidance department—too few parents attend for the numbers of counselors involved. A districtwide Parent Consultation Center is in place this year. It provides consultation and school-problem-related family counseling for the parents of the district. Again, this represents a creative approach to offering needed services without deploying all of the counselors. A staff comprising some of the district's counselors as well as some practicum students from local universities provides "brief family interventions" (Golden, 1983) to families referred by counselors districtwide.

Finally, counselors in our varied communities are trying different vehicles for serving parents. Counselors are sponsoring "Koffee Klatches" and "Cafesitos" where parents come to school for various reasons and spend time talking about parenting with school counselors. Another creative model includes training parents to be the support-group leaders for the parenting-issues discussions.

INDIVIDUAL PLANNING SYSTEM

This component includes activities typical of many schools: orien-

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tation, preregistration, registration, interpretation of standardized test results, and educational, career, and vocational planning. The priorities for the individual planning system were more difficult for the committee to formulate and agree on. The debate on these topics covered two months of meetings. Two key decisions were made: (1) that individual planning activities, because they are for all students, must be conducted for groups of students; (2) that guidance by counselors is most needed for students in the transition grades 5-6 and 8-9. At the high school level, the priority for counselors is to help ninth graders enter high school successfully and to make optimum use of their high school educational opportunities. A parallel decision that accompanied this shift in priorities was that planning and decision making about college is the primary responsibility of the students and their parents. These decisions caused a dramatic shift in the focus of the high school guidance program, from individual conferences conducted with twelfth-grade students and their parents to group guidance offerings which help freshmen start high school on a better footing. This also represents an adaptation of Gysbers and Moore's (1981) concept of the individual planning component. They advocated individual work; our caseloads dictate group work.

Implementation of the individual planning system has become more systematic than responsive. Instead of revolving around requests by parents for individual attention, counselors plan group guidance sessions to provide students with the information and assistance they need to make their educational and career plans. Beginning in the eighth grade, students and their parents participate in large group sessions where they are provided information, often in printed form, about the options in front of them (e.g., high school course offerings, college entrance testing, college applications, and financial aid processes). Follow-up small-group or individual sessions are then held to assist students in making their personalized plans. In the ninth grade, more specific information about high school opportunities is provided. In the tenth grade, students are again asked to consider possible careers and make plans to use the rest of their high school opportunities to their best advantage. In the eleventh grade, students formulate a tentative post-high-school plan and develop a "plan of action" for achieving that tentative goal. Early in the twelfth grade, they reassess those plans and check to ensure that they are properly placed to effect that plan.

Communication has improved between the programs at the three school levels. Transition assistance has been a top priority since we began installing the Comprehensive Guidance Program Model. It has caused counselors to articulate their programs from one level to the next (e.g., elementary and middle school counselors collaborate on the transition curriculum to ensure that all objectives are covered and that no major items are overlooked). Encouragement has been offered to schools to adapt teacher advisory programs; each year a few more schools venture into these practices.

SYSTEM SUPPORT

In the Northside adaptation of the Gysbers and Moore Model, we found it useful to define the system support component as having two parts: (1) the support that the guidance program provides to the overall educational system, and (2) the support that the guidance program needs from the overall system. Sorting out these two halves has been important in getting all of our tasks on the table for negotiation. In analyzing the "old" guidance program, we learned that we provided support to eight other programs: regular education (elementary and secondary); the testing program; career, special, gifted and vocational education; the discipline management program; and compensatory education. For the areas where the guidance program needs support from the overall system, we built on the Gysbers and Moore (1981) categories: policies and procedures, staff development, program development, budget, facilities and equipment, staff allocations, access to students, and public relations.

The counselors' contributions in support of the system are more guidance-related and less administrative than they were in the old model. For example, in both preregistration and registration there are student-focused tasks which help students make appropriate course choices. Both activities also include other system-focused tasks (e.g., inputting the student choices into the computer or building an appropriate master schedule for the school). In the standardized testing program, the student-focused tasks help students and their parents learn what the results mean and how to use them. System-focused tasks in the testing program include planning and administering the tests and helping teachers use the test results appropriately. Some of these system-focused tasks do not have to be performed by school counselors; others should be performed by them—interpretation of standardized test results and the implications of results for the instructional program. Data entry is a clerical task; master-schedule building is an administrative task. Planning the logistics of test administration is not a necessary correlate of test-results interpretation; helping teachers use test results appropriately is. Through sorting tasks according to the program components, nonguidance tasks are being identified and removed from the school counselors' daily work.

At the elementary level, for example, systemic changes have been made to assist the counselors to streamline their nonguidance responsibilities to special education. Grade-level staffings have helped teachers learn a variety of alternatives for helping students with special problems. Assigning necessary paperwork for referral to the appropriate staff person has freed counselors from redundant research work (e.g., nurses complete health histories, teachers assess educational achievement levels, administrators draw conclusions about students' behaviors). At the middle school level, new student registration—a large task in our growing and mobile community—is now handled initially in the front office by school secretaries. New students see the counselors when their paperwork has been cleared (e.g., verification of residency, immunization records) and they are ready to enroll.

At all levels, guidance staffs have improved the effectiveness of their program by presenting their calendars for the year, so all staff members learn about the guidance priorities and services. Weekly communications with administrators and instructional department leaders has enhanced collaboration in the buildings. Initiative has been taken by counselors to explain their program to teachers and parents, in order for them to make better use of the counselors' services. The goal-based improvement system calls for collaboration with the principals in establishing goals and in monitoring progress towards the goals.

In order to ensure effective delivery of the Comprehensive Guidance Program Model, the steering committee made recommendations regarding the support that the guidance program needed from the system in order to deliver the new guidance program. The recommendations which have been implemented to date include the development of the component resource guides, the initiation of a counselor-appropriate performance-improvement system, the provision of time for guidance program and counselor-staff development, and the clarification of job descriptions for guidance department clerical personnel.

CONTEMPORARY PROFESSIONAL ISSUES

Censorship

In the past several years, the guidance program and some of its materials and practices have been challenged. These challenges have come from those who fear or want the teaching of religious values in school classrooms, those who question the quality of Northside's program (or one or more of the school counselors' performance), and those who would narrow the mission of schooling to the teaching of "reading, writing, and 'rithmetic."

In each instance, the program has withstood these challenges because of its clear foundation, the legitimacy of the process used to develop it, and its contribution to students' growth and development. Additionally, the district's school counselors have high levels of professional self-esteem, engendered through clearly established priorities and means for accountability. They know what their value is! This professional ego strength has led them to successful political activism in times of challenge. A majority of the members of the school board not only believe in the value of guidance for students, they also appreciate the assistance of the counselors in their elections.

Cross-Cultural Effectiveness

As we began to implement the program according to its priorities, we were increasingly conscious of what school counselors were doing and with whom. Some subtle gaps in our program became evident. We had not addressed the important themes of cultural pluralism, multiculturalism, and cross-cultural effectiveness. San Antonio is a city of diverse subcultures. Its cultural richness is part of its appeal! When not addressed, diversity can be misunderstood, differences can separate people and make them adversaries rather than rich resources to one another. Northside expresses beliefs in the value of diversity and in treating people with mutual respect (Northside Independent School District, 1994b).

To address these issues in the Northside Comprehensive Guidance Program, the Guidance Steering Committee adopted the seven content areas of a comprehensive guidance program published by the Texas Education Agency (1991) which includes "Cross Cultural Effectiveness." This has encouraged school counselors to teach relevant competencies through guidance curriculum activities and provide counseling for related issues, such as racial tension and gang violence. Staff-development activities addressing multicultural issues have been provided for school counselors. In turn, school counselors have provided them in their buildings for the entire staff. Consciousness raising is an effective strategy for change. Providing information and awareness have helped us to bring many diversity issues out on the table to be addressed, for district staff as a whole, as well as for our students.

SUCCESSES OF THE PROGRAM TO DATE

Many changes have occurred in Northside's guidance program since the adoption and initial implementation of the Comprehensive Guidance Program Model. Some have been major, such as the amount of time spent and the number of lessons taught in the guidance curriculum component at all three levels. Some have been less dramatic, such as the individual ways counselors found to streamline their paperwork (e.g., having photocopies of transcripts attached to the seniors' "Mid-Year Reports" to the colleges they have applied to, rather than hand copying the information onto the forms). The Comprehensive Guidance Program Model is working well for the students, parents, teachers, and administrators. The counselors, too, feel good about the work they do.

Although we do not do systemwide evaluation of the actual attainment of student and other client outcomes due to guidance and counseling activities, effectiveness is determined on the basis of activity-specific evaluations and building-level aggregations of data. Through the developmental guidance components, the guidance curriculum, and the individual planning system, 100 % of the students are being served. All students have regular access to their counselors through the classroom and group guidance sessions. Thus, it is easier for students to ask their counselors for help with special problems. During 1987-88, five years after we began development of the comprehensive guidance program, the elementary school counselors provided responsive services systematically to 35 % of their students! Data like this assisted us in making the case for decreased student-to-counselor ratios.

As parents increase their awareness of how the guidance program operates, they are better able to understand the range of services that counselors provide. Parents are now able to make better use of counselors' expertise and are more understanding when they do not get the instantaneous response from counselors that they expected in the past. Counselors have improved their communication with parents by sending materials home, particularly curriculum-content information and information needed by parents to help students make personal plans. When a parent calls for a counselor and is told "She is in the classroom now, may I have her return your call?" the parent can "see" what the counselor is doing ("in the classroom" is more concrete than "She is busy right now").

Teachers understand and appreciate the program approach. "Program" is a concept that they live by. When counselors explain their program in terms of the four components, it is meaningful to teachers. They understand what curriculum is and can understand when counselors need to use class time to teach students. They also understand that the responsive services component is only one aspect of the counselors' job and can better understand that they need to share some of the tasks performed by counselors to support the system.

Administrators also have a better understanding of the varied jobs that counselors do. They appreciate the unique skills that the counselors bring to their buildings. Increasingly, Northside schools experience death-related student crises (e.g., student suicides, automobile accidents, community-based violence). Because of their understanding of the responsive services, principals turn to the school counselors as resident experts to help relieve the pressures caused by these tragic events. Because of the clarity of the program and the goal-attainment approach to change, counselors and their principals are working collaboratively to attain mutual goals. Working together as members of the same team is a big improvement over working in isolation from one another.

The counselors feel less harried because their role expectations are clearer, their job descriptions are concrete, and their performance evaluations reflect the program expectations. In addition, the program expectations are clear: Counseling students who are not succeeding academically is the number one priority. When program choices must be made, counselors base their decisions on established priorities. The evaluation of the quality of their program is based on established standards. They are able to plan ahead for a day, a week, or a year. Although crisis interruptions still occur, counselors are cognizant of what has, or has not, been done as planned. Again, conscious decisions guide their work behaviors. They are in control—as much as possible—of their own work destiny.

The clarity of the program design has caused counselors to be more explicit in their requests for support from the system. Program-materials budgets have increased because of counselors' ability to request specific materials necessary to implement their program. Counselor-to-student ratios have improved because programmatic rationale exists to support the requests (e.g., at the elementary school level, the initiation of the lesson-a-week; at the high school level, the redefinition of the role of head counselors). The overall district student-to-counselor ratio has improved from approximately 550:1 to 375:1, with 350:1 being the current goal of the school board and superintendent. Public relations efforts have improved because counselors can readily define their program. Collegiality has improved because the similarities of the programs have been emphasized. More sharing occurs not only at individual school levels but also across the district between all levels.

Counselors have reaped tangible benefits because their roles, responsibilities, and professional needs have been made clear in the shift to the Comprehensive Guidance Program Model. Their salaries have increased, their contract year has been lengthened, the leadership provided them has improved, all resulting in increased opportunities to participate in meaningful professional development activities.

In addition to the obstacles mentioned earlier, some problems still need to be addressed. The biggest challenge identified through the program revision process is to increase the recognition by all staff that guidance is a schoolwide responsibility. The role of teachers and administrators in carrying out guidance needs to be fuller and better coordinated. The second Guidance Steering Committee recommended, for example, use of systematic approaches to guidance instruction by all teaching staff and coordination of the statewide testing program by administrators. This has recently been supported by the district's strategic plan which envisions infusion of three curriculum strands: conflict management, character development, and education for self-responsibility (Northside Independent School District, 1994b).

A challenge to a program that has been in place for a while is in preserving its integrity. When the massive, initial change/improvement work is occurring, all staff members are in the change mode. The change momentum is hard to resist. However, once the newness wears off, some counselors continue to choose to do some "old favorites" (usually nonguidance tasks) in spite of the district's stance that they not do so, (e.g., counting test booklets because they feel personally accountable). Additionally, new counselors joining the staff need not only orientation to the existing program but also education in some program history.

Otherwise, they are vulnerable to the pressures to return to how the program used to be ("Suzy Q. counselor in my other school used to do ...").

While the counselor-to-student ratios have improved significantly, the paraprofessional or clerical help provided is still insufficient. At periods of the school year when system-support tasks peak, school counselors still do some quasi-administrative tasks. The student scheduling cycle still encroaches on the guidance program, especially where the administrators are not highly proficient in building master schedules. Other programs (e.g., special education) still attempt to delegate some of their administrative work to counselors. This latter scenario presents constant challenges. It occurs in programs that have been in place for a while when other staff members want counselors to go back to helping them, and it occurs in new programs which come into schools without sufficient personnel to run them. Both Northside Guidance Steering Committees envisioned "Technical Assistants," to help. This staff position is for a high-level paraprofessional who would handle some of the semiprofessional and large logistical tasks.

PLANS & GOALS FOR THE FUTURE

In the initial improvement work, the biggest challenge was divesting the inappropriate assignments that had become part of the guidance program. Much of that has been accomplished at the system level. The first step entailed educating others about the many things counselors do that are not inherently guidance and counseling tasks and adopting the policy that nonguidance tasks were inappropriate in the guidance program. This was accomplished through the adoption of the Comprehensive Guidance Program Model. Next, creative solutions for accomplishing necessary tasks were found. Counselors were part of the solution by identifying new ways that these tasks could be performed. Finally, ideas and recommendations were turned into actual practices with school counselors training those to whom the tasks were delegated.

As we enter our second decade of implementation, we have five major, systemic goals in addition to those mentioned previously:

1. maintaining continuous guidance program improvement;
2. adjusting the balance of the guidance program to meet the revised design;
3. enhancing the roles fulfilled by guidance program staff leaders with the purpose of continued improvement of school counselors' performance;
4. developing the student advisory program;
5. revitalizing the career-development strand of the Comprehensive Guidance Program.

MAINTAINING CONTINUOUS GUIDANCE PROGRAM IMPROVEMENT

As mentioned above, maintaining the momentum for change in the program is essential to continued program success. In the beginning, the strides made were major and systemic, such as the policy that group counseling would be offered for students who were academically unsuccessful. Continuous program improvement keeps the program fluid and responsive. Without constant evaluation, analysis of needs, and reprioritizing of program strategies, the program would become static, and a new "traditional" program would be spawned.

To avoid this in Northside we have implemented an annual goal setting, implementation, and evaluation process as the vehicle to keep the momentum going. Counselors set program-improvement goals each year to address the discrepancies identified between the old and the new programs. Their goals target specific new activities to be added during the year or specific tasks to be transferred to others. For example, one counselor might commit to beginning a small group for children of substance abusers; another might commit to training the new special education teacher to complete the required paperwork for the annual reevaluation of special needs students.

ADJUSTING THE BALANCE OF THE GUIDANCE PROGRAM

The recently completed revision process led to a new design for our program, as displayed in Table 10.3. In order to provide evidence of its intent, the second Guidance Steering Committee preferred expressing the design in ranges, leaving room for site-based variations. By comparing Tables 10.2 and 10.3 you can see some significant differences between the first and second designs. As with the original, the new design is grounded in sound rationale. Currently, school counselors are again in transition. The revised design means a different pattern to their work and emphasis on some different or new tasks.

While the basis of Northside's comprehensive guidance program is still the developmental components, the percentage of time counselors are to spend in guidance curriculum and individual planning system activities is less. This is possible because of the improved counselor-to-student ratio, and the increased participation of teachers in delivering the guidance program. Counselors still guide all students in their caseloads, but it takes less time for them to reach them all. Consultation with teachers as they augment their guidance roles and coordination of the guidance activities and outcomes schoolwide are different than directly conducting the activities.

The increased priority to use counselors' time in responsive ser-

Desired Percentages for Allocation of Counselors' Time by Component
—Revised Design—

	ELEMENTARY	MIDDLE	HIGH
GUIDANCE CURRICULUM	30-35	15-20	10-15
INDIVIDUAL PLANNING	10-15	15-20	30-35
RESPONSIVE SERVICES	40-45	40-45	40-45
SYSTEM SUPPORT	10-15	15-20	10-15
NONGUIDANCE TASKS	0	0	0

TABLE 10.3. The revision process led to this new program design for counselors' time.

vices is a direct result of the first design. Implementing the Comprehensive Guidance Program Model forced us to define what the responsive services are and clarify what school counselors do (i.e., counsel, consult, coordinate), and do not do (i.e., therapy), in response to student needs. Additionally, counselors clarified how they do it (i.e., not reactively, but responsively; in small groups and individually, involving parents and teachers appropriately, referring to others when needed). This resulted in appreciation for the specialized competencies that school counselors have, due to their training and experiences. By describing student issues and problems more clearly and assigning priorities, all staff members were better able to learn about the seriousness of the issues that distract students from schooling.

Clear delineation of the tasks assigned to guidance departments that support the system directly and students indirectly resulted in separation of these tasks into two categories: (1) professionally appropriate (i.e., tasks which make good use of school counselors' master's degrees in school counseling), and (2) nonguidance (i.e., tasks which do not require the school counseling degree). As the nonguidance tasks were eliminated or displaced (Gysbers & Henderson, 1994), counselors' involvement in system-support activities has become more meaningful. The new emphasis within system support time is on counselor-teacher consultation.

ENHANCING LEADERSHIP ROLES

As stated previously, implementation of the Comprehensive Guidance Program Model resulted in clearly defined standards and expectations for school counselors' performance. Their roles are defined in the context of the program. Clarification of all counselors' roles has led to the specification of each counselor's responsibilities. A correlate has been the clarification of the role of the head and lead counselors. Their responsibilities include assisting school counselors to continuously improve their competence in and commitment to their roles as well as the implementation of the comprehensive guidance program in their buildings. The standards and expectations for the counselor leaders' jobs incorporate contemporary advancements in counseling and instructional supervision, as well as those for school counselor performance evaluation.

The *Counselor Performance Improvement System* (Northside, 1997) has been revised to reflect not only advances in the school counseling profession, but also to incorporate all of the staff-development activities and opportunities available (e.g., job descriptions, performance evaluation, inservice training). The components of this system are described in Chapter 2 of this publication and, more fully, in *Leading and Managing your School Guidance Staff* (Henderson & Gysbers, in press). They are assessing school counselors' professionalism levels, defining and describing their jobs, supervising their performance, evaluating it, and assisting them in setting and attaining professionalism-enhancement goals. The head and lead counselors, as partners with school counselors in professionalism enhancement, lead counselors through the activities of these performance-targeted components.

DEVELOPING THE STUDENT ADVISORY PROGRAM

As mentioned previously as well, Northside continues to envision implementing a student-advisement system in all schools. This goal has been supported by the district's *Strategic Plan* (Northside Independent School District, 1994b). This, perhaps, represents the biggest challenge to the guidance department, in that it formalizes the role of every staff member in a guidance function: advisement. The district is applying the same program-development process used successfully in development of the comprehensive guidance program. It is also defining the Student Advisory Program as an augmentation of the individual planning system. The individual planning system concept is well understood by the school counselors, the natural leaders of a student advisory program. The concept is already a part of district policy and practice, and is at least understood at some level by most of the district's teachers.

REVITALIZING THE CAREER DEVELOPMENT STRAND

Adding the student-advisory program provides an example of how having a comprehensive guidance program in place enhances a district's capacity to make systemic changes which *increase* the help provided to students. Having a core structure in place for the guidance program also enhances a district's capacity to make systemic changes which *improve* the help provided to students. An improvement stimulated by both the revision of the Northside Comprehensive Guidance Program and the development of the district's strategic plan has been in the career-development strand of Northside's guidance program.

Career development activities have historically been conducted at all three school levels: elementary school (pre-K-5), middle school (6-8), and high school (9-12). To facilitate students' career development, elementary school counselors have provided guidance lessons and units, career days and other guidance curriculum activities. Some individual planning system assistance is provided to fifth graders as they approach transition to middle school. Middle school counselors and teachers provide career-relevant guidance curriculum activities in sixth and seventh grades, and in eighth grade begin individual planning system activities in earnest, using the district's career interest and aptitude assessment and "Career Pathways" booklets as catalysts. High school counselors and teachers provide some curriculum activities and emphasize career-relevant individual planning activities. The activities directly focused on career development (versus activities seen as relevant to career development, such as transition to high school and educational planning) peak at the 10th grade. Again, the district's career interest and aptitude assessment for sophomores is the catalyst. At the 11th grade, educational planning shifts its focus from high school completion to postsecondary planning.

One problem with the career strand within our comprehensive guidance program has been that the activities had no unifying conceptual base—either regarding what an individual's career development entails or what the world of work entails. Counselors' conceptions of the world of work vary according to their personal experiences and their counselor education program's career guidance course. A full construct of the work world is essential for effectively teaching and guiding students to develop in relationship to it. Relying on this construct consistently throughout the guidance program activities better ensures the students' understanding of this vast and complex entity.

Because it is a cohesive whole, the comprehensive guidance program allowed us to identify this problem in the career strand. It also provided the vehicle for its solution. By recognizing the flow of activities across school levels and within program components, the district was able to identify and readily incorporate the use of the American College Testing materials (ACT, 1996) which center back to the complete construct of the work world represented in the *World of Work Map* (ACT, 1990). These materials support most of the major career-development strand activities—awareness and exploration of the work world, and educational/career development assessments. A student's data and the work-world data merge through the *World of Work Map* (ACT, 1990). The assessment score reports provide a bridge from an individual's information to the work world by identifying map regions which suggest where their personal search for work-world placement might begin.

Support materials (e.g., career assessments, information systems) had been used in these activities all along; thus, selecting materials with a common base enhanced the program's effectiveness and efficiency in terms of student learning. The money required was comparable to what we had been previously spending. At the same time, not much new program-development work was needed. With the purchase of materials applicable as the basis of most of the career development activities, the training of school counselors and teachers was the next strategy in effecting this textural change in the guidance program. That training has been facilitated by the materials as well.

The bottom line here is that the beginning of this major change within the program has been relatively easy to install. It is our opinion that it could only have happened in the context of a soundly developed guidance program. Once the program is developed, selecting materials that fit its purposes represents more efficient use of budget money than randomly selecting materials. Once the program is in place, the selection of high quality, well-developed materials enhances the effectiveness of the program.

ADVICE TO NEW IMPLEMENTERS

Although it is slow going in the beginning—analyzing the model you currently have, struggling to internalize the concept of the Comprehensive Program Model—you must base your plans for change on this foundation. Everyone who works on the project will already have identified one or two things they would like changed, but you will find that focusing on individual agendas is not enough. You will need a broad perspective to identify all of the changes that are necessary.

Involve as many people as you can in the change process. All counselors need to be involved early on, so they buy into the change recommendations that are forthcoming. Counselors, however, cannot bring about all of the changes themselves, so you must involve others: students, teachers, parents, principals, and administrative representatives from other programs that have an interest or an investment in the guidance program. Gysbers and Henderson (1994) suggest that your steering committee comprise system representatives: administrators, counselors, teachers; and that your advisory committee be made up of "clients": students, parents, and business community representatives. Depending on your particular situation, teachers may fit better on the advisory committee.

As you approach the exciting prospect of implementing the Comprehensive Guidance Program Model, you must avoid the tendency to be impatient—to want the changes immediately! Plan your program changes carefully and cautiously so that you will be comfortable living with them for a while. In other words "Do it right the first time."

It is important to give yourself enough time to solidify the vision of the new and improved program as it will be the basis for the rest of your change work and for successful implementation. Your vision of the program provides the rationale behind the changes that need to be made, and also for explaining the new program to newcomers and resistors. You must hold to your vision as you begin to put improvements in place while continuing to set goals. If the others involved in the program changes feel comfortable with the concepts that undergird the new program, they will take the initiative and find opportunities to make the necessary changes. Many of the changes will be small changes; it is from the accumulation of these small changes that the big change will occur. Improvements beget other improvements. Ultimately, institutionalizing an annual improvement process which supports continuous fine-tuning of the program is critical to the complete installation of the Comprehensive Guidance Program Model and its optimum effectiveness.

A counseling expert must take the leadership role and be the "keeper of the vision." If you are anticipating change at the building level, a counselor is this expert; at the district level it will be the guidance administrator. This keeper of the vision must be someone who thoroughly understands the potential of guidance and counseling to make a difference with students. This is essential if the right changes are to occur. At times it will take the missionary zeal that is part and parcel of this understanding to keep the change momentum alive. The process can get bogged down, especially when you finish one major step and before others envision what is to come next.

My final piece of advice to new implementers: "Risk It!" The risks and their associated costs reap amazing results in the long run—and in the short term as well. At Northside, counselors now believe that they are valued as professionals who make important contributions to the healthy growth and development of students. Improvements will always need to be made, risks will always have to be taken. The Comprehensive Guidance Program Model provides a well-defined context in which to make appropriate changes and minimize the risks, making the improvement efforts a challenge to be enjoyed!

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Trying to Remain on the Cutting Edge: Counseling in the Lincoln, Nebraska Schools

JOHN DUDLEY

In 1990, Lincoln, Nebraska Schools employed 44 counselors, very few of whom were elementary counselors. Presently, there are 80 counselors, 23 of whom are working in elementary schools. Results-based counseling is one of the major reasons for the program's rapid expansion. This chapter draws on business philosophy to propose that the "bottom line" is that schools have "customers"—students and parents—and they want, and deserve the best counseling "product" available. In order to deliver a quality comprehensive counseling product, the district evaluated the basis for assigning students to counselors, the duplication of services, and the counselor's role and allocation of time.

When I was a contributing author to *Comprehensive Guidance Programs That Work* (Gysbers, 1990), my writing focused on how counselors in the Lincoln, Nebraska Schools were trying to make significant changes in their programs. At the time, we had 44 counselors, very few of whom were elementary counselors. Most of our junior high schools (we now have middle schools) had two counselors, and each of our high schools had four or five counselors. Districtwide, our counseling program reflected what most of the texts said counseling programs ought to look like. And we were in the beginning throes of assessing if that was the best counseling program we could offer our students and parents.

WOW! Like the song says, "What a Difference a Day Makes." Does it ever! We now have 80 counselors, 23 of whom are working in elementary schools; our middle schools each have 3 or 4 counselors; and each of our high schools have between 6 and 10 counselors. But the really big news is that our K-12 program is focusing on results. Yes, results! We are making a difference in the daily lives and future of our students. Not only do we see it, but parents, staff, and administrators acknowledge it as well. Results-based counseling is one of the major reasons our program has expanded at such a rapid pace.

What do I mean by the term "results-based counseling"? Well, let's turn to the private sector and look at how corporations do business. Most private corporations focus on what they refer to as the "bottom line." This represents a corporation's ability to provide their customers with quality merchandise or service, pay their employees a satisfactory wage, and make a profit so they can remain in business.

"What?" you say. "Schools and their counseling programs are not corporations. They do not do business for profit. Comparing schools and businesses is like comparing apples and oranges. They just aren't the same."

Well, I think we can learn a lot from the business community about how we might design counseling programs in today's schools. For one thing, we do have "customers"—among them, students and parents. They want, and deserve, the best counseling "product" we have to offer.

This is a product that isn't just offered to customers who have problems, but a product that is marketed to all students. One such product is a counseling curriculum. After all, the major product in America's schools is instruction, isn't it? Why shouldn't school counselors, Pre-K through high school, be a vital part of the instructional program? Why shouldn't counselors be involved with all students and not just with students who outwardly (through behaviors, poor grades, etc.) demonstrate a need for a counselor to work with them?

When counselors in our school system began to move toward a comprehensive counseling curriculum, students, parents, and school staffs began to see the school counselor in a different light. Over time as that "light" grew brighter and brighter, our counseling program began to grow proportionately. More and more administrators, staff members, and parents began to speak out for an increase in the K-12 counseling staff in our schools. Just like in the business community, as one of our counseling products received more recognition and our customers begin to see results, our bottom line began to grow and grow. As I said earlier, we grew from 44 to 80 counselors in a very short period of time. The development and delivery of an effective counseling curriculum coupled with results was one of the reasons for the increase in the professional counseling staff.

As we continued our study of the business community we learned other lessons that have helped our counseling program grow and improve. Ed Deming, a legend nationally and internationally in the corporate world, gained his success and the recognition of his peers by looking at things differently. In the 1950s, Deming pioneered major paradigm shifts in business and industry. He designed and successfully promoted management programs that dramatically increased the quality and quantity of manufactured goods and yet allowed businesses to increase their profit margins. So what was it that Deming did that applies to counseling?

The words I use to describe Deming's work are efficiency and innovation. And I think they are words that should give direction to the counseling programs in our schools. As we worked to develop a comprehensive counseling curriculum, a frequent comment from many of our counselors was, "Where will I ever find the time to deliver a curriculum? I don't even have time to do what I am doing now, let alone add more."

Ask any business person and they will tell you that time is money. Deming developed a management system that so streamlined manufacturing that time and money were saved. This translated into more time to devote to the task (product) and more money earned (saved). The continual re-modeling (it is an ongoing project) of our counseling program has as its guiding principles, "product" (what are the best counseling products we can provide for our counseling customers) and "saving" (how can we manage our counseling program in the most efficient and effective way possible). Are these words used by the Lincoln counselors to describe their counseling program? The answer is "No." And I don't think the Lincoln counselors are unique in this. My experience tells me that most school counselors don't use product and saving terminology when describing their counseling programs. Yet, when we began to focus on these words our school community and our community at large began to take notice of the counseling paradigm shift.

Let me give you an example of what I am trying to convey. Prior to my comments in *Comprehensive Guidance Programs That Work* (Gysbers, 1990), we were focusing on a re-modeling of our high school counseling program. Ours was a traditional high school program and, in many respects, quite effective. We worked in the three basic counseling domains: Educational, Career, and Personal-Social. Each high school counselor was responsible for approximately 400 students. Their students would access them for everything from interpretation of test scores to work after graduation to building successful relationships.

Discussions with counselors revealed that they felt quite comfortable in some areas of their counseling responsibilities, but there were areas where they felt inadequate. Contrary to what one might expect, counselors talked openly about these areas of perceived weakness and, in some instances, were anxious to receive assistance in those areas.

As the re-modeling progressed, some of the counselors began to not only look at their needs, but they questioned why they and their peers perpetuated the counseling model they were using. Questions arose such as these: "Why do we divide students up by the alphabet? Why do we have duplication of services? Why are some of us perceived as college counselors and some of us perceived as career counselors when we all are supposedly delivering the same services? Why am I so busy, yet I am spending big blocks of time seeing few of the students assigned to me? Should the majority of the counselor's time be spent with students who seek them out or students the counselor requests to see?

Thus, the paradigm shift began. Similar to the work of business leaders like Deming and others, we began to think about a redistribution of our products and the savings that a change might provide. We began to explore what the characteristics of a more efficient and innovative counseling program might look like.

Before we could begin, we needed to define some counseling terms that would help us to more accurately describe our program. To help us with this task, we adopted Dr. Norman Gysbers' counseling nomenclature which divides the counselor's role into four areas—curriculum, individual planning, responsive services, system support (our counselors decided to use the term program management). Now that we had some counseling descriptors, we were ready to move forward with our re-modeling project.

First came a re-examination of our mission. You know—mission—what you are all about and where you want your counseling program to go. You don't build a manufacturing plant without knowing what you want to produce; you don't build, or re-model, a counseling program without a defined sense of purpose and a clear vision of goals. We determined it as our mission "...to systematically provide guidance and counseling programs to all students which facilitate growth and development toward each student's full potential." It doesn't sound like much, but it took a long time for our counselors to come to an agreement on this mission. Now that we had a sense of mission, we were ready to begin to design or, in many instances, re-design the parts necessary to begin the manufacturing of our products.

As the "re-vision" of our counseling program began to come into focus, and before we could begin design or re-design of our new product(s), it became necessary to try answering the "why" questions. Here is how we resolved some of them.

WHY DO WE DIVIDE STUDENTS UP ALPHABETICALLY?

Some of our schools were dividing students among counselors by using the beginning letter of the student's last name. Other schools were dividing students by grade level. No matter what the method, the point was that we were locked into assigning students to counselors. When we questioned why we did this, these were some of the answers:

"That is the way we have always done it."

"It is easier for administrators and teachers."

"It is a good way to organize records."

"How would I know who to counsel if they weren't assigned to me?"

After weeks of defending this method, someone commented, "Have we ever asked our customers what they would prefer?" The answer: "No." But we did have evidence that some of our customers (students and parents) had made requests over the years to either have a different counselor or more than one counselor. Also, someone pointed out that we had students who "slipped in" to see counselors they weren't assigned to and hoped that no one noticed.

Our answer to this question was non-assignment of students to counselors at the high school level. It was quickly concluded that it was necessary to assign students, by whatever formula, at the middle school level and elementary school level (if you are fortunate enough to have more than one counselor in an elementary school), but not at the high school level. So, beginning in the fall of the next school year, some of our high schools began the year without assigning students to a counselor. This required communication with our customers. Meetings were held for parents—we had a Parent Advisory Committee which assisted us with the non-assignment decision and helped us in planning the parent meetings. What did parents think of the idea that their children could choose the counselor(s) they wanted to work with? They expressed overwhelming support.

What did the students think about the idea? The new students coming to high school were just glad to find their classrooms, let alone the counseling center. Students who were currently in high school were given the option to either continue to work with their assigned counselor or to work with the counselor of their choice. Some stayed with their original counselor but many began to go to other counselors as well.

What did the teachers and administrators think of the non-assignment concept? Keeping in mind that marketing is the key to success in business, our counselors did an excellent job of working with their respective staffs to resolve any concerns. The bottom line was that the number of students seeking assistance in the high school counseling centers increased dramatically. But there was more work to be done.

WHY DO WE HAVE SO MUCH DUPLICATION OF SERVICES?

One example of services duplication was test interpretation. How much time does it take to tell students how to read and understand their standardized test results? Several times, the way we were doing it. If you have one or more counselors working in a counseling program where students are assigned and you add up the number of counselors, that is the minimum number of times the test interpretation services will be repeated. Then you take into consideration the different ways counselors may interpret the test results (i.e., individually or in small groups) and the duplication of effort in interpreting test results can go up dramatically.

Early in our re-modeling project it became evident that we needed to closely examine the information we wanted students to have and determine the best way to deliver that information to them. Again, we needed to wrestle with how counselors and students were assigned to each other.

A review of our K-12 counseling program (I do mean program and not just counseling services) revealed that there were specific program areas that we needed to include in our comprehensive program. The program review disclosed the following areas of focus.

Student Academic Support

This major focus of our counseling program begins in elementary school by building student learning skills. It continues at the secondary school level through programs that help students achieve their personal academic goals.

Personal-Social Resources

Beginning in preschool/kindergarten and continuing throughout the school career, this program helps students identify personal-social growth needs. It then assists them in developing skills that will help them have healthy relationships and academic success.

Intervention Programs

These programs range from assisting students with personal problems to helping families work through significant and complex crises. A counselor's time, at any grade level, can be consumed by responding to student, staff, and family problems. Our intervention programs incorporated the use of brief therapy and the development of specific individual counseling strategies. Additionally, the program allows for conducting groups for students with similar problems and offering day and evening parenting classes.

In order to free up high school counselors so they could have more time, a portion of the intervention program incorporated the concept of the *response counselor*. Each day one counselor in the counseling center was designated as the response counselor. All students coming into the counseling center on that particular day saw the response counselor. A backup response counselor was designated in case a significant number of students arrived in the counseling center at one time. The duty of the response counselor was to screen students. What we learned was that one counselor, any counselor, could successfully respond to around 90% of the students seeking assistance. A system for recording response counselor/student contacts was developed to record the action by the response counselor for each student seen on a particular day. This record was available for any counselor to review regarding a student that they may have been working with or to review when it was their turn to serve as response counselor. The response counselor also responded to all incoming phone calls and administrator/staff requests on their response day. This enabled counselors who were not on response duty on a certain day to be in classrooms delivering the guidance curriculum. When they returned to the counseling center there wasn't a list of students' names on their door for them to see or a stack of phone slips and other requests for them to handle. In other words, they were not penalized for working outside the counseling center. They could deliver other portions of the counseling program, knowing that the response counselor was handling student traffic for them.

In elementary schools and middle schools we have attempted to formulate some guidelines to assist counselors and other staff in determining "levels of student crises." These guidelines help in determining when to interrupt a counselor who is delivering classroom guidance curriculum or working with groups of students.

Student Records Management

Acknowledging the need for counselors to maintain certain types of student records, a portion of the total counseling program has been devoted to record management. At the elementary school levels and middle school levels, traditional record-keeping practices, while being maintained, were streamlined whenever possible. Counselors were asked to reduce the maintenance of anecdotal information on students. Teachers were encouraged to maintain records to free counselor's time. In some instances, para-educators were trained in record maintenance. In some of the high schools a "records counselor" maintains the records for all students. In addition to maintaining accurate student records, the records counselor coordinates new student registration, interprets student transcripts, and ensures that all students have a complete and accurate schedule.

Peer Resources

As a classroom teacher, a student once told me, "Sometimes you can learn just as much from other students as you can from the teacher." How true!

Peer resources can significantly extend the counseling program at any grade level. One peer resources program consists of identifying natural leaders in our schools (by using a class sociogram), asking them if they would like to help fellow students, giving them some helping-skills training, and organizing a program to assist the peer helpers in reaching out to their peers. Another peer resources program is the training of students to be "buddies" to other students in their schools. Students wanting a buddy can request one or, in many instances, buddies are assigned to new students or students who have a difficult time making and keeping friends.

Student mediation programs are also a part of peer resources.

Students are trained by counselors at all grade levels in assisting their peers to successfully resolve conflicts with other students or staff members. Some of the data on our mediation programs indicate that approximately 85% of the mediations performed by student mediators are successful, as opposed to a success rate of about 55% when performed by school staff members. And, you guessed it, in some of our high schools one counselor has the responsibility for all peer resource programs.

Multicultural/Equity Resources

This segment of the counseling program provides for coordination with counselors and staff to share and organize resources, information, and opportunities for all students based on economic, gender, social, and racial needs. Counselors organize and lead ethnic/gender/racial focus groups in support of academic and personal-social needs. In order to successfully implement this portion of the counseling program K-12, counselors need to work with such groups as Rainbow Clubs, ethnic caucuses, and community organizations as well as identifying multicultural/equity resources and opportunities for students.

Career Counseling Program

Student academic support, personal-social resources, intervention programs, student records management, peer resources, and multicultural/equity resources all culminate in a strong career awareness and exploration program that launches our "student customers" on the road to success. This program begins early in a student's school career and includes a high school course that is a graduation requirement.

Through the use of a planning folder, middle school students develop their decision-making skills and identify their interests and strengths to further assist their career explorations. They learn to set goals and to use the academic skills they are learning to help them pursue rewarding careers.

Students in the high schools use four-year planning concepts to not only structure their high school experiences but build on their middle school planning experiences to work toward a successful conclusion to their high school years. Three- and five-year postgraduation studies are conducted with high school graduates to determine the success of the planning process. Any high school graduate may return to their high school to work with counselors on restructuring their plans for up to four years after their graduation.

WHY ARE SOME OF US PERCEIVED AS COLLEGE COUNSELORS AND SOME OF US PERCEIVED AS CAREER COUNSELORS WHEN WE ALL ARE SUPPOSED TO BE DELIVERING THE SAME SERVICES?

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Obviously, this was not a burning question for the elementary school and middle school counselors. However, the answers to this question did have implications for our elementary school and middle school counseling programs. In dealing with this issue, we had to address the question "What do counselors do?" Again, we turned to the business community for some of the solutions. Counselors call them needs assessments, business people call them marketing surveys, but whatever the name, they are a way to ask customers about the kinds of products they would like to have available to them. I have always had a concern about needs assessments as they sometimes turn into a list of services that students, staff, and parents want. Then, when the counseling program doesn't attend to all of the wants, or the wants turn out to be a list of nonguidance related activities, our customers are sometimes upset that we asked for their input, then didn't provide what they wanted.

As a part of our market survey and other marketing efforts, we decided to begin the process of re-educating our customers about our counseling program and what a counselor's job entailed via classroom presentations, reports to our Board of Education, and use of pamphlets and written information. Our major consumer, Pre-K 12 students, made presentations at various meetings about the counseling program and how the program benefited them. Another of our consumers—parents—were also invited to share their perceptions of the counseling program and its impact on their families and themselves.

The key to our success in this arena was our ability to focus our consumers on programs, not individuals. All too often, students, staff, and parents base their perceptions of the counseling program on their perceptions of individual counselors. If they like the counselor, then it must be a good program; if they don't like the counselor, then the program is suspect. We found that the answer to the counselor's questions about how they were perceived in their jobs was to market the program and, whenever possible, demonstrate positive results.

WHY AM I SO BUSY YET I AM SPENDING A LOT OF TIME SEEING FEW OF THE STUDENTS ASSIGNED TO ME?

One advantage of the non-assignment of students to counselors was that our counselors began to see more students. They also were able to move away from a medical model of counseling that implied that they dealt mainly with students who had problems. The use of a response counselor at the high school also facilitated this.

But, this was a Pre-K-12 problem. In the early stages of our program re-modeling counselors logged their time on tasks. Data collected from the logging indicated that individual counseling was the major delivery system for the counseling program. It didn't take a mental giant to conclude that if you were a counselor with the responsibility to serve several hundred students and you chose individual counseling as your main delivery system, it would be virtually impossible to meet the needs of all of your students on an individual basis, particularly if the counseling program was problem focused. Therefore, most of our counselors were more or less forced to respond to those students who appeared, and I emphasize "appeared," to have the most severe problems.

In his writing, Gysbers has introduced a counseling model that addresses this specific issue. In responding to the individual needs of students, Gysbers suggests that counselors try to devote a percentage of their total time to what he calls responsive services. As the counselors in our school district incorporated this concept into their counseling program, many of them learned the self-discipline it takes to develop a well rounded counseling program that combines large- and small-group work with individual counseling. Only then did our counseling program begin to translate into a program that was for all students, not just those with problems.

SHOULD THE MAJORITY OF THE COUNSELOR'S TIME BE SPENT WITH STUDENTS WHO SEEK THEM OUT AND STUDENTS THE COUNSELOR REQUESTS TO SEE?

Data revealed that student-initiated requests were controlling the majority of our counselors time. But isn't that the way it is supposed to be? My response: "No."

If our counseling program was to be for all students, then we needed to ensure that counselors had a program in place that would extend to all students. This meant that we had to provide classroom guidance experiences that would offer something that appealed to the needs of all our students. Again, we took our lead from industry.

Our counselors developed "product lines" that our customers needed (and in most cases, wanted). Classroom presentations and lessons such as the following were developed: "How to be safe at school and at home," "How to survive Middle School," "How to select a career," "How to address your worries and concerns." Not only did the counseling curriculum provide programming for all students, it sent yet another message that counselors were an integral part of the school's instructional program.

So, where are we headed from here? Many of our counselors would say "Good question." But, the question seems to be "When do we know when we have the best program possible that is meeting the needs of our customers?" Well, let's look at the possible correlation between counseling and business once more.

Someone else may have said this, but if they haven't they should have: "In business you either innovate or you evaporate." Successful businesspeople are always reviewing their product lines, their marketing strategies, and their three- to five-year strategic plans. Should we counselors be any different?

We will continue, in spite of all the dedication, time, and effort it takes to maintain a quality counseling program, to collect data and make program revisions, deletions, or additions when necessary. We will continue to share, as all of us should, counseling- program ideas and information with as many counselor colleagues from other schools as possible. We will continue to search the literature for ways to improve our counseling program. We will continue to remind ourselves that re-modeling is an ongoing project and that there is, and always will be, room for improvement and refinement. We will continue to adhere to our mission "...to systematically provide guidance and counseling programs to all students which facilitate growth and development toward each student's full potential."

REFERENCE

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CHAPTER [illegible]

Developing A Comprehensive Guidance System in the Omaha Public Schools

STAN J. MALISZEWSKI

Prior to 1987, guidance and counseling in the Omaha Public School District was perceived as a service. As respectable as the counseling sevices were prior to 1987, parents and other community members called the superintendent's attention to the need for counselors to serve all students, not just those who requested services. An extensive study resulted in the decision by the school district to introduce a comprehensive competency-based guidance program in 1988. The transition process is described in this chapter, including an overview of the program features and functions and recommendations for developing comprehensive guidance. A management plan for 1994-2001 is also included; it covers results-based evaluation and the ongoing challenge of refining and monitoring the guidance system.

The Omaha Public School District is located in an urban area with 57 elementary schools, 10 middle-level schools, 7 high schools, and 4 alternative secondary schools. Approximately 44,000 students were enrolled during the 1996-97 school year.

Diversity is considered a strength in the school district. The student population is 54% Caucasian and 46% students of color. African-Americans, followed by Hispanics, comprise the majority of nonwhite students. A voluntary desegregation plan requires that all schools be racially balanced. Equity of educational programs and districtwide adoption of academic outcomes and standards ensure that all students receive the same education, regardless of attendance area.

Prior to 1987, guidance and counseling in the Omaha Public Schools was perceived as a service. School counselors viewed their primary role as one of responding to requests of students, parents, and staff. Counselors were available for all students, yet actually provided services primarily upon request. The majority of counselor time was devoted to a limited number of students. Lack of time was referred to as a major obstacle to providing proactive services for a greater number of students. Counselors were responsible for an inordinate number of clerical, administrative, and supervisory duties, which interfered with their ability to offer preventive services to all students. Furthermore, they were concerned that similar districtwide guidance activities, resources, and counseling services were not offered in all schools. Counselors addressed needs frequently related to the personal/social domain, and to a lesser extent the academic domain, with little emphasis given to career planning.

Although time was a limitation, counselors offered a number of exemplary guidance-related activities for students and parents. New-student orientation sessions, precollege planning, and financial aid workshops, and support groups for students experiencing personal concerns and academic difficulties were among programs offered in most schools.

As respectable as the counseling services were prior to 1987, parents and other community members called the superintendent's attention to the need for counselors to serve all students, not just those who requested services. They also requested similar guidance activities districtwide, along with an equitable distribution of guidance-related resources in all schools. A proactive approach to guidance and counseling was important in addition to maintaining reactive services.

Given the concerns of administrators, counselors, and the public served, it was apparent that it would be necessary to increase the number of counselors if the service model was to be continued. Instead, as described later, an extensive study resulted in the decision by the school district to change the paradigm of guidance and counseling services to a comprehensive program model.

Three overarching long-range goals for improving districtwide guidance and counseling were drafted in 1987. Figure 12.1 is a graphic design of the comprehensive model used to address these overarching goals:

1. Provide a comprehensive and proactive guidance program for all students and still respond to individual needs of students;

2. Evaluate the guidance program, student mastery of specified outcomes, and develop a counselor appraisal guide;

3. Utilize and manage district and community resources in the delivery of the guidance and counseling program.

A comprehensive competency-based guidance program was introduced in 1988. Each domain—personal/social, career/occupational, and academic/educational—was implemented in phases during the next three years, with full implementation of the comprehensive guidance program, along with a K-12 guidance curriculum for all students, culminating during the 1991-92 school year. The process leading to full implementation is described in *Developing A Districtwide Outcome-Based Guidance Program* (Maliszewski, Pilkington, & Radd, 1994-95).

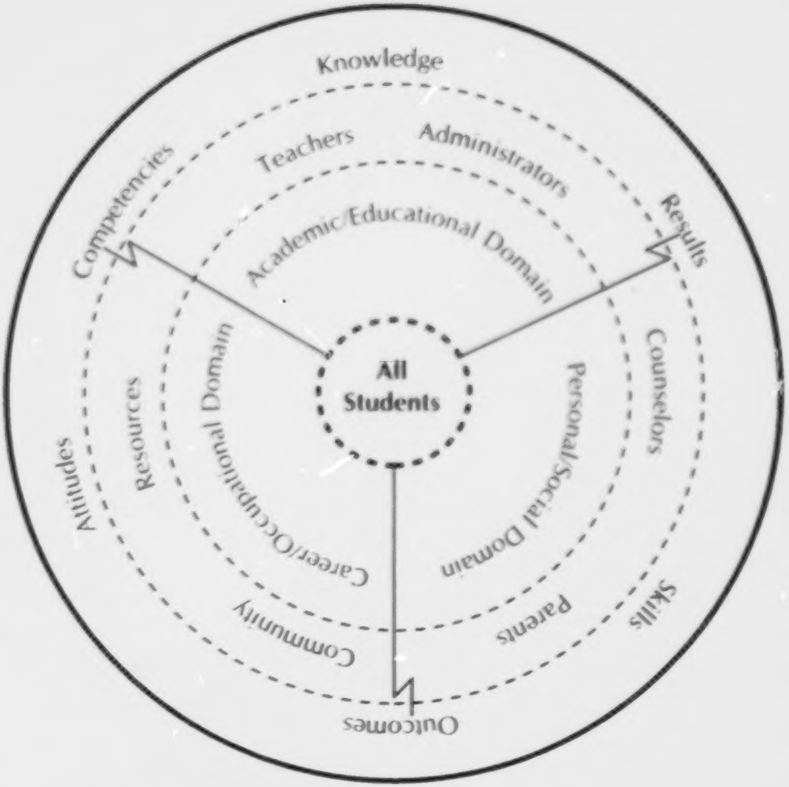
Knowledge
Competencies
Results
Attitudes
Skills
Outcomes
Teachers
Administrators
Resources
Counselors
Community
Parents
Academic/Educational Domain
Career/Occupational Domain
Personal/Social Domain
All Students

Figure 12.1 The comprehensive model used to address the overarching goals for improving districtwide guidance and counseling.

ATTRACTIVENESS OF THE MODEL

The Comprehensive Guidance Program Model provides a frame of reference for examining current practices, as well as for establishing a vision for guidance in the Omaha Public Schools. Model components help to clearly describe what counselors should and should not do. The challenge is for counselors to define the four major components—guidance curriculum, individual planning, response services, and system support—using terms that are easily understood by the public served (Murray, 1995). Adopting comprehensive guidance meant making a transition from a service model to a program model. No longer was guidance to be defined by a listing of unrelated services offered to students.

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Instead, counselors were to be held accountable for delivery of the program to all students and, just as important, accountable for expected student results.

Prior to the transition to comprehensive guidance, public dissatisfaction was voiced in several forums and had received attention from the Board of Education and the superintendent of schools. Individuals representing special interest groups communicated specific issues that they felt needed to be addressed. These groups voiced strong opinions that counselors were not reaching out to minorities and gifted students. Especially noted was the need for a college counselor at each high school. Parents of students in special education commented that students with disabilities had needs that were not often addressed or recognized by counselors. Also, the business community perceived limited career awareness and advanced-education planning taking place in secondary schools. Moreover, colleges and universities communicated that an increasing number of district graduates were not meeting core-course entrance requirements.

In response to expressed concerns, the superintendent requested a review of current practices and suggested that a plan be developed for the improvement of guidance and counseling. He stressed that the review effort should not be confined to counselors' roles and the activities offered (process), but more important, it should focus on what students have learned and how they are performing or behaving differently (results) due to the guidance and counseling program.

Study groups, as well as community building-level and district-level advisory committees charged with examining current practices noted common needs and made the following recommendations:

1. Deliver an outcome-based comprehensive guidance curriculum to all students;
2. Provide guidance and counseling that is developmental and preventative, as well as responsive to individual needs;
3. Develop areas of counselor expertise in one of the personal, career, educational domains;
4. Offer a comprehensive program with equal time devoted to each domain;
5. Welcome community involvement! Coordinate and utilize available community resources to assist with providing guidance and counseling for all students;
6. Implement an elementary school guidance and counseling program as the foundation of the comprehensive model, allowing the district to support a K-12 guidance program;
7. Provide evidence of counselor and program accountability with an emphasis on evaluating what students have learned as a result of counselors delivering the program.

The use of comprehensive competency-based guidance as a meaningful way to address program and counselor accountability has been advocated for several years (Johnson & Johnson, 1982) and so has the concept that guidance should be for all students. Certainly, comprehensive guidance is more than a compilation of response services that are most frequently offered only in the counselor's office (Gysbers, 1990).

Without a doubt, counselors, parents, and other community members were advocating a new approach to guidance. Counselors needed to think outside of the current service model paradigm, be held accountable for designated students' outcomes, and be encouraged to use community support and resources for the delivery of the guidance program to all students. Interestingly, these measures are similar to what is being proposed as a means to revitalize guidance programs nationwide (Johnson & Johnson, 1991).

A NEW DIRECTION

Perhaps the most important feature of the comprehensive model was its emphasis on guidance for all students, while still responding to the counseling needs of individual students. The four major program components of the Comprehensive Guidance Program Model (Gysbers & Henderson, 1994) provided a meaningful way to address the need for improvement as suggested by the superintendent and the Board of Education. Without question, designating specific outcomes—in all three domains—and incorporating them into a K-12 guidance curriculum have proved to be the two most important achievements leading to the transition from guidance services to a guidance program.

Initially, a five-volume guidance curriculum provided a visible means of informing others that action had been initiated to address recommendations and that the district was serious about a new direction for guidance; efforts to improve by adopting a comprehensive program were not going away. Developing a guidance curriculum was the first step.

Guidance curriculum outcomes were developmentally sequenced and expected to be addressed districtwide. Such standardization ensured that all schools would deliver a similar guidance program and share in the equitable distribution of resources needed to carry out the program. Ownership was enhanced by counselors and community members participating on the Curriculum Writing Committee. Flexibility for counselors to select creative activities to meet the outcomes was protected. In fact, suggested activities and ways to evaluate outcomes were part of the guidance curriculum. One year after development, the secondary guidance curriculum was referenced as the district-initiated implementation of elementary school counselors and a developmental elementary guidance program.

Input from parent and student surveys indicated that more activities needed to be devoted to career awareness and advanced education planning. The individual planning component of the comprehensive model provided a means to address career and advanced education planning by all students.

Although counselors were traditionally devoting an inordinate amount of time to response services, they felt that the unique individual needs of students, parents, and staff should be protected as a function of the program. This component confirmed the need, and importance, for individual student response. However, reconceptualization was encouraged by adhering to a well-defined counselor schedule with a designated percentage of time allowed for counselor response. Appropriately, there was a responding increase in the number of mental health agency counselor referrals. Interestingly enough, in the early stages of the new program, preventive guidance activities reduced the individual student requests to see a counselor.

Finally, nonguidance-related duties were given a visible focus when principals were presented with a lengthy list of support services and the approximate amount of time devoted to the responsibilities (Partin, 1993). The system support component of the comprehensive model asks principals to assist counselors in negotiating support services to allow more time for the other components of the program.

MAKING THE TRANSITION

The superintendent of schools instructed the director of student personnel services to address those issues of concern being brought forward by parents and community groups. Those issues were similar to the concerns and frustrations expressed by counselors in their regular monthly meetings. In response, the director of student personnel services invited all counselors to participate in study groups scheduled to meet on a regular basis. Approximately 50% of the district counseling staff elected to participate in the study groups.

At the end of the first year of the study process (1986), a consensus to move to a Comprehensive Guidance Program Model began to emerge. However, there seemed to be strong opposition from some counselors who were not attending the study groups. It was decided to continue the process into the next year and specifically invite the counselors who were especially concerned about change to be an active part of the study group process. In addition to those who were specifically asked to become involved, all counselors were again invited to attend. Additional participation resulted. Further study and research, as well as workshops presented by national consultants, provided participating counselors and administrators with a greater depth of understanding of a comprehensive model.

When the study groups developed their final recommendations, the plan included the development of a systemwide Comprehensive Guidance and Counseling Model (Burmood, 1996). Additional recommendations were also presented and are listed previously in this chapter.

Recommendations and reports from counselor-study-group review teams, were delivered to a guidance and counseling advisory committee. This 70-member committee represented the ethnic mix of the population served and included counselors, administrators, students, and representatives from community agencies. Some of the committee members were those who were most vocal in making recommendations for change (Coy, 1991). It was important for the community to know that serious efforts were being made to improve guidance. This large committee offered excellent public relations and helped to determine if expressed concerns were shared by the community at large (Miller & Monderer, 1988).

One of the first duties of the advisory committee was to examine the structure of what was already in place and to build on it. First, they reviewed the existing guidance purpose statement, philosophy, and goals. Then they made modifications in them to reflect the comprehensive program approach. Prior to going to the superintendent and Board of Education, all drafts were mailed to all counselors for their input, and representative committee members were chosen to make reports to Board of Education members.

"LET'S CHANGE . . . YOU GO FIRST"

With approval from the director of student personnel services, a flow chart of "specific activities" for navigating the transition to a comprehensive model was drafted by the supervisor of guidance and submitted to counselors and principals as the recommended plan of action for improvement of guidance. Principals and counselors were informed that the written plan was only suggested and if they chose, their own building plans for meeting districtwide goals would be acceptable in place of the district-submitted plan. Nonetheless, an alternative plan reflecting a building's own design for improvement was not drafted by any of the individual schools. This strategy helped to confront any resistance on the part of principals and counselors. In essence, each building was encouraged to devise their own plan for guidance improvement and, indeed, could have selected another model. None chose to do so. This represented a big step toward districtwide acceptance of the comprehensive model.

Initially, counselors appeared to be the most resistant to the change process. As a strategy to counter the resistance, secondary counselors were requested to list their concerns, possible obstacles, and limiting factors prior to the transition to the Comprehensive Guidance Program Model. Listed were such concerns: need for elementary counselors, clerical assistance, planning time, improved facilities, less supervisory assignments, increased staff development, and the protection of individual counseling. The district pledged its support to overcome these barriers. Presently, every one of these concerns has been addressed to the satisfaction of counselors who expressed them initially.

Within the first two years of meeting, advisory committee members provided input for developing specified guidance outcomes and the related guidance curriculum, assisted with drafting the district's first career and advanced education planning portfolio, and approved the *Counselor Appraisal Guide*. Interestingly, the portfolio concept was suggested by a principal and received excellent support from other principals. The portfolio, used as part of the student's individual planning, remains one of the more well-received aspects of the model. Foremost, principals have shown appreciation for the *Counselor Appraisal Guide* which relates directly to the model. Together with the guide, the curriculum and portfolio were all counselor designed. Ownership by counselors has helped tremendously in overcoming resistance to change. Once again, materials were very visible and were a constant reminder of the comprehensive model adaptation.

Counselor Preparation

A natural linkage for moving the district toward a Comprehensive Guidance Program Model was involving the Counselor Education Departments of the two major universities—Creighton and the University of Nebraska, Omaha—in every step of the change process. They demonstrated their support by serving as consultants, participating on advisory committees, and they attending district inservices. Comprehensive competency-based guidance is now taught as part of the school counseling curriculum and comprises the major portion of the "Administration and Organization of the Guidance Program" course. *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994) is the required reference resource for the course. Both universities have frequently requested counselors and student personnel administrators to serve as adjunct professors. Moreover, several counselors are asked to be guest speakers throughout the year.

The majority of counselor education graduate students have completed their practicum in the Omaha Public Schools and have had direct experience with the Comprehensive Guidance Program Model. Upon graduation, counselor candidates are ready to "hit the ground running," and are well prepared and enthusiastic about carrying out their duties in a district that has adopted the Comprehensive Guidance Program Model.

OVERVIEW OF HOW THE PROGRAM FUNCTIONS

A close examination of how the program operates in the Omaha Public Schools shows a "system" emerging. Each function and interaction focuses on the domains and outcomes associated with major program components. It is also clear that delivery of the guidance program is a districtwide and communitywide endeavor involving counselors, teachers, administrators, parents, and community-resource personnel.

The needs of students and parents and community initiatives determine the time devoted to the delivery of the guidance curriculum, individual planning, response services, and system support components of the program. Also given consideration are Nebraska State Department of Education recommendations for how counselors should use their time.

Counselor Specialization

Early in the transition process, secondary counselors discussed domain specialization and negotiated with building guidance directors for a particular domain. Secondary school counselors admitted that their level of interest and skills was not always consistent with student needs in each of the domains (the system is different in the elementary schools since only one or two counselors are assigned to each building). The district recognized the need for staff development because a connection to the guidance curriculum was more apparent. Secondary school counselor specialization necessitated the district's support of staff development opportunities for the further enhancement of counselor skills in their specified domain. Although secondary school counselors specialize by domain, they still work with all students and assist all students with needs in all domains. However, for purposes of consultation, coordination of resources, delivery of curriculum, and small-group facilitation, counselors are looked upon as leaders and managers of assigned domains.

A common theme is "I am responsible for my domain, yet we deliver the program." Certainly for purposes of appraisal, counselor accountability is more easily identifiable when connected to a domain assignment. Areas of domain responsibility, names of counselors, and school telephone numbers are published in a directory which is widely distributed and annually updated. The specialization concept is also recognized by the district and community for purposes of distribution of information. Counselors identify their domain specialty when introducing themselves at meetings. Moreover, counselors meet by domains for inservices and for exchanging ideas about activities to meet outcomes in their areas of responsibility. Very importantly, the personnel department and principals recognize specific domain interest and skills when interviewing counselors to fill vacancies. It was pointed out that a principal would not say "We want a good teacher," rather, they would specify an academic discipline or grade level (Burmood, 1996). Likewise, principals no longer declare "We want a good counselor"; they specify career, personal/social, college or advanced education, academic assistance, or student records as major areas of emphasis and interest of the candidates. Three high schools are piloting a new approach to management entirely by specialization. Rather than being assigned to one counselor, every counselor is assigned to all students. That is, students have access to all counselors dependent on their needs (Lehmanowsky, 1994-95).

Guidance Curriculum

All counselors, K-12, have "lesson plans." In the spring and no later than September, counselors are expected to complete an "annual individual counselor planning form." The form requests information describing activities to meet outcomes: resources, staff development, means of evaluation, dates for the start of the activity, and expected dates for meeting the outcomes. Counselors' signatures are written on the form and are signed off by the principal. Copies are kept by the counselors, placed on file in the principal's office, and sent to the supervisor of guidance and counseling of the district. In addition to describing a plan for the year, the forms are referenced at the time of counselor appraisal. Often the forms are completed during a guidance department's daylong retreat which helps to coordinate the development of guidance program activities for the year. Annual guidance calendars are set which reflect these individual counselor plans. Individual counselor plans and the guidance calendar communicate what counselors do and provide a means to educate others about the role of the counselor. "Forms drive programs!" (Gysbers, 1988). One by-product of completing annual plans is that counselors stay focused on the Comprehensive Guidance Program Model. Flexibility to select creative activities and unique ways to access students are retained by building counselors, yet meeting districtwide guidance outcomes is held constant as a standard.

Individual Planning

The guidance curriculum is delivered to all students. Yet, evaluations indicate that some students are in need of remediation. Individual student needs dictate the nature of small-group activities. A unique feature of the individual planning component is that all students, grades 7-12, maintain a career and advanced education planning portfolio. The portfolio is a way to monitor student's progress in developing a career and advanced education plan. Information recorded in the portfolio includes a record of competencies demonstrated, self-assessment information, results of a minimum four career-interest inventories, school activities, community volunteer work, paid employment, course selection, grades, and standardized test results. All information contributes to writing a resume. The portfolio follows the student until their senior year and is evidence that students have met the outcome: "All students will graduate with a written career/advanced education plan."

School counselors are educators and not therapists. They do not engage in therapy, yet they do perform individual counseling. Students have the option of seeking assistance from any counselor in their building, not just the one to whom they are assigned. District surveys have shown that students do not feel that their counselor is the only one who can be of assistance to them. A counselor may choose to refer a student to a personal/social counselor who may be better informed relative to a particular issue. A resource referral may also be made using the board-approved crisis-resource pocket-size card which has a list of resource emergency telephone numbers. All students receive the card as part of a guidance activity which meets the outcome: "Students will be able to describe how to help a friend in crisis." In addition, small group counseling is readily available for K-12 students who are experiencing common concerns. Counselors with responsibility in the personal domain usually facilitate small groups. At times, counselors may cofacilitate with a licensed agency counselor who has expertise in a particular area.

System Support

Initially, counselors thought of system support as only nonguidance duties. However, it has increasingly also been referred to as the support needed by counselors from the district in order to carry out the guidance model. As the comprehensive program became more clearly defined, principals increasingly had fewer nonguidance-related expectations of counselors. Duties remaining seem to have more of a guidance-related function. Although not formally adopted, it is becoming increasingly evident that most principals now expect counselors to devote the same percentage of time to nonguidance duties that teachers devote to nonteaching-related responsibilities. We use the term "fair share" responsibilities to title these activities and we include them in the system support component.

SUCCESSFUL PROGRAM FEATURES

Guidance in the Omaha Public Schools is an integral part of each school's total educational program. The program is designed to meet the developmental needs of all students, as well as to respond to the special needs and interests of individual students. All K-12 students acquire competencies in the career, academic, and personal domains. Also, every effort is made to evaluate student competencies by determining and reporting what students have learned or how their behavior is different (results).

Indeed, guidance has evolved from position to program to system.

As a system, it functions as a set of elements so connected as to form a logical linkage to the major program components in an orderly manner. Moreover, counselors are trained in the comprehensive competency-based guidance model. The role of counselor is that of a direct provider of the program as well as a manager of resources.

District Support

During the past eight years, one way the district has demonstrated increasing support for guidance and counseling is by the addition of 55 counselors. Most of the growth has taken place at the elementary school level, though budgetary constraints and a limited supply of elementary school counselors as candidates have necessitated that implementation of the elementary school program be phased in each year. Since 1989, the district has hired 50 school counselors to serve 36 elementary schools. The goal is to have 67 school counselors serving in all 57 elementary schools in the near future. Presently, the student to secondary school counselor ratio is 275:1 and at the elementary school level the student to counselor ratio averages 375:1.

A district-level administrator of guidance and counseling was appointed in 1987 to implement recommendations, and thereby improve the guidance and counseling program and manage program operations. The assignment of a full-time person for this responsibility was essential to the program's success.

The district has increasingly supported the guidance program with additional staff (including secretarial assistance), funds budgeted for guidance-related curriculum materials and computer software programs, as well as financial support for career-assessment inventories administered to all students each year in grades 7-12. Moreover, secondary counselors have the option of working with student schedules during the summer and receiving compensatory time during the school year.

"Keeping The Options Open"

At the request of the Board of Education members, an "Early Awareness" portfolio will soon be implemented for elementary school students. The concept of "Keeping The Options Open" (Commission on Pre-College Guidance and Counseling, 1986) for career and advanced-education planning is recognized as part of individual planning. An early awareness project, funded by a long-term foundation grant, offers fourth-grade students an opportunity to participate in a daylong "fun experience" on a college campus. A similar activity occurs in eighth grade. Fifth-grade students explore careers and colleges on the World Wide Web and communicate with college students via E-mail. Sixth-grade students listen to career speakers and are offered an opportunity to be paired with a mentor. Seventh- and eighth-grade students and parents can attend a precollege-planning workshop which stresses the importance of "keeping the options open" by selecting the highest level of high school courses commensurate with interest and abilities. This philosophical concept helps to ensure that students are meeting increasingly rigorous core-course requirements for college.

Students have access to a college counselor in each high school. Counselors teach advanced-education outcomes for all students, as well as meeting with students in small groups and individually to address unique needs. As part of their professional development, college counselors visit campuses of their choice for five days each year. Funding for campus visits is generated through self-supporting summer and evening college admissions test-preparation programs sponsored by the district.

Response Management

Counselors are encouraged to post their daily schedules near their office. Students, staff, parents, and others can easily determine when counselors will be available to respond to individual requests. Each guidance center is staffed with at least one secretary who takes messages and, in some situations, can be of direct assistance. The secretary usually informs a caller or visitor as to the kind of activity the counselor is engaged in (i.e., "The counselor is facilitating a small group"), or if the counselor is away from their office. Such information can help continue to educate others about the counselor's role. During the past few years, students, parents, and staff have begun to understand that counselors' time is scheduled and not as flexible as once perceived.

Crisis-intervention practices and procedures are clearly defined. Assisting students, staff, and parents with the death of a student is managed by personal/social counselors and the school psychologist. Other counselors continue to follow their schedules, realizing that often the majority of students are not directly affected by the death. This represents a departure from past practice when all counselors responded, or were on call, when a crisis occurred.

Community Cooperation

Selecting a comprehensive competency-based guidance program as a means to improve guidance and counseling in the Omaha Public Schools has resulted in closer working relationships with community agencies and better public relations for the district. Presently, counselors consult and collaborate with over 100 agencies that have direct access to students. Agency personnel participate in all program components, and are actually considered to be a part of the counselor team (Maliszewski, Pilkington, & Radd, 1996).

Quite simply, delivering a comprehensive program would not be possible except for the resource support of community agencies. The American School Counselor Association (ASCA) made this point:

> The position of the American School Counselor Association (ASCA) is that a variety of credentialed student service professionals is needed in most schools in order to meet the multiple needs of all students. All schools need an outcome based, planned program of student services which is comprehensive and focuses on the developmental needs of all students. ASCA supports initiatives that link public school students with community service agencies. . . The needs of students in school can be met best through collaborative efforts of all responsible parties working within the school. Additionally, these collaborative efforts must be carefully coordinated and supervised to assure that students are receiving the most appropriate services to meet their needs. This supervision must be carried out by qualified, credentialed counselors. (ASCA, 1992)

All grant-funded community projects involving students are now examined by discussing the unique provisions of the grant. The prevailing question is "How does the proposed idea, activity, or initiative fit into the guidance program?" This focus on guidance outcomes and program components contributes to the elimination of service duplication while promoting good public relations between the school district and agencies offering programs and activities for Omaha Public School students. A commonly held belief in the district and community is that "Working with students will only be as successful as adults learn to work together."

Another example of community support is that regularly scheduled monthly K-12 counselor meetings (often arranged by domains), staff-development training, and parent-education classes are held in community agency facilities. The environment, guest presenters, and cooperative spirit are most conducive to demonstrating the strength of collaborating and personalizing year-round, working relationships (Collison & Hobbs, 1995). Such interaction improves districtwide collegiality, the sharing of activities and resources, and encourages individual communication throughout the year. The high mobility of students makes it important for the 131 school counselors in Omaha to know each other and understand that one developmental guidance program (K-12) exists and functions as a system between all grade levels in the district and the community, rather than separate elementary school and secondary school programs.

Individual Needs of All Students

Omaha Public School counselors are sensitive to disability, ethnicity, race, gender, sexual orientation, and religious diversity as well as other special needs of all students. Fifty percent of the students in the district live with a single parent or guardian. An increasing number of students live with grandparents or family friends. Elementary school counselors visit with parents in their homes; many parents do not have telephones (mileage reimbursement is paid for school-related duties that require personal transportation).

Respecting and appreciating the diversity of students and families is reflected in all aspects of the guidance program. Student awareness is heightened as a result of multicultural guidance outcomes designated as part of the guidance curriculum for all students at each grade level and in each domain. In an effort to avoid duplication and to create teams of teachers and counselors to collaborate on student-based results, writing teams identified curriculum multicultural competencies already present in other subject areas that are related to the identified guidance curriculum student competencies. This process made it easier for counselors to access students during a multicultural-related classroom activity. Moreover, counselors will often invite individuals representing multicultural community agencies to present classroom guidance activities.

The district is also recognized for having an excellent special education program. An increasing number of families have moved into the district because of special education services. Approximately 17% of the student population is enrolled in special education. Most important, outcomes for all students are held constant; however, guidance activities are adapted to the individual needs of students who receive special education services.

One of the more developed areas of the academic curriculum focuses on advanced-education planning. The Omaha Public Schools also has an increasing number of students enrolled in classes for the gifted. Rigorous districtwide standards, honors, and advanced-placement courses are available in all schools. Traditionally, the district has had more National Merit Winners than any other school district in Nebraska. During the past six years, the total amount of scholarships granted to seniors has increased from $8 to $11 million dollars. Sixty-two percent of graduates pursue advanced education. Student accomplishments and accolades have given the district a vote of confidence.

Students with individual advanced-education planning needs may participate in a college admissions test-preparation program. Although the evening and summer programs are self-supporting through registration fees, fee waivers are readily available and often allowed without questions. Test-preparation programs are offered in all high schools as well as at the Urban League and Chicano Awareness Center locations. Instructors are paid by the Omaha Public Schools, yet courses are offered at locations most convenient and comfortable for students. Advanced test-preparation programs are offered for students in honors courses and advanced-placement courses.

The career domain of the guidance program provides students with activities related to their future plans. A school-to-career facilitator can arrange individual career-planning internships and mentoring programs. Facilitators have an office in the guidance center, report to the principal and guidance director, yet are paid through a federally funded "job clearinghouse" grant coordinated by a local community college. Students who have a need for remedial employability skill instruction can meet with one of the two job-placement counselors, funded in part by a grant. These job placement counselors have offices in the central administration building, yet perform duties primarily in individual schools.

In addition to guidance provided by school counselors, the Chicano Awareness Center employs specialists who work in our schools, yet are paid by their agency. One high school has a licensed therapist. This therapist performs individual and family counseling from an office in the guidance center. Services are funded through a Mental Health Center Foundation Grant and are coordinated by school counselors. If this pilot is successful, it will be duplicated in other schools and will enhance the response services component of the comprehensive program.

K-12 Guidance Recognition

Secondary school counselors were among the first to call attention to the importance of implementing prevention strategies in elementary schools. Subsequently, a comprehensive outcome-based elementary curriculum was written; it paved the way for implementation of elementary school counselors and eventually the developmental K-12 guidance program. A Pre-K level will be added to the program during the 1996-97 school year.

School district officials recognize that the guidance curriculum is as essential as academic instruction. That is evidenced as counselors are invited to participate on district-level committees charged with addressing assessment, instructional methodologies, academic-outcome revision, and multicultural activities, as well as other topics and issues related to instruction. Guidance and counseling is starting to be recognized as a program and is declared to be as vital to a student's education as academic studies. In fact, such an emphasis prompted the district to establish a budget item as part of the general fund to provide for guidance curriculum materials to be used for all K-12 students. A further vote of confidence is the approval to provide substitute counselors for those counselors who will be absent from their duties for more than one week.

National recognition was given to the district's Comprehensive Guidance and Counseling Program in 1994. The U.S. Army, in cooperation with state directors of guidance and the American School Counselor

Association, presented counselors in the Omaha Public Schools with the first "National Planning for Life Award" for outstanding career guidance.

Impact Results

Evaluation of the comprehensive guidance program and student results is an ongoing process. Throughout the year, counselors take responsibility for evaluating attainment of outcomes, as well as students' results associated with individual planning and response services. Data gathered at the end of the school year supports progress made during the year.

Results-based evaluation and assessment of guidance and counseling has proven to be the most difficult task encountered since adopting the comprehensive model. Myrick (1984) suggested that many school counselors are reluctant to engage in evaluation activities because of a lack of knowledge of "practical" ways to approach evaluation, low self-confidence in carrying out methods of evaluation, as well as lack of time. An ongoing evaluation committee has "struggled" with exploring "practical ways" to obtain evidence that supports the original question asked by the superintendent in 1987: "How are students different because of guidance and counseling?" Especially with greater restraints on public spending, the need to justify the use of school counselors and, indeed, to continue to add counselors is more apparent than ever before (Gillies, 1993).

Examples of Comprehensive Competency-Based Models in Arizona can be found in Comprehensive Competency-Based Guidance Programs: A Review of Evaluation Models and Outcome Studies (Bloom, 1994). Both process and results based evaluation efforts are described; they are adaptable to local school districts elsewhere. A guide to providing evaluation strategies that are an integral part of comprehensive guidance is described in Evaluating Guidance Programs: A Practitioner's Guide (Johnson & Whitfield, 1991). This guide was initially referenced when the district's evaluation committee first began its important work in 1994.

Although counselor and program accountability are critical to the evaluation process, measuring student results truly demonstrates the effectiveness of a comprehensive competency-based guidance model. Figure 12.2 represents a framework used by the Omaha Public Schools to keep counselors focused on student results relative to the program components, distinguish between process and results-based evaluation, and gather suggested data documentation.

Members of the evaluation committee are addressing one component each year and schools are piloting approaches to determine student and program results. A complete description of evaluation methods and recommended data-gathering documentation can be found in the *Guide*

TYPE OF EVALUATION			
Component	Process Based	Results Based	Data Gathering Documentation
I. Curriculum			
II. Individual Planning			
III. Response Services			
IV. System Support			

Figure 12.2. A framework to keep counselors focused on student results, make distinctions in evaluation, and gather documentation.

for Comprehensive Guidance Evaluation and Documents (Maliszewski, 1994).

A sampling of measurements used thus far to determine effectiveness of the comprehensive program and results demonstrated by students include the following:

- All students graduate with a written career and advanced education plan;
- As a measure of short-term evaluation, students demonstrate mastery of learning-specified outcomes after a guidance lesson is taught;
- Decrease in suspension and office referrals in those schools (K-12) that have implemented "conflict management" programs;
- Increase in reporting existing child abuse in schools that have elementary counselors;
- Increase in self-esteem as measured by the Piers-Harris instrument in elementary schools with counselors;
- Student, parent, and staff attitudinal surveys administered in elementary schools report 96%-98% positive responses on requested items;
- Increas in SAT I and ACT participation and a slight increase in scores;
- Increase in students attending postsecondary schools since 1987;
- Three million dollar increase in scholarships since 1991.

Results are the bottom line! The Omaha Public Schools improved process evaluation measures; it is results-based evaluation that continually demands attention.

Evaluation by Colleagues

In 1993, the Board of Education presented a unique opportunity to audit and evaluate the Omaha Public Schools Comprehensive Guidance Program. A team of 35 carefully selected counselors and administrators from across the nation visited the Omaha Public Schools and devoted two days to examining the guidance program. Their exit report noted 16 recommendations and 17 major commendations. At the top of the recommendation list was, "Improve the evaluation system." The major commendation was that, "The comprehensive proactive guidance approach to serving all students with a special emphasis on responding to the needs of individual students serves as a national model."

FUTURE GOALS: MANAGEMENT PLAN FOR 1994-2001

Refining and monitoring of the guidance systems is equally as challenging as making the transition from guidance services to program. A supervisor of guidance and counseling who oversees the operations of the program is essential. Presently, counselors in the Omaha Public Schools have successfully made the transition to a comprehensive guidance program, yet much work remains. Results-based evaluation needs improvement.

Building Level Challenges

The elementary school program continues to thrive and receive tremendous support from principals and Board of Education members. The four major program components are carried out and are well protected. The challenge is to make sure that the teachers are aware that the guidance curriculum can be coordinated with the academic curriculum. Nonguidance responsibilities are close to nonexistent. Moreover, elementary counselors are seeing an increasing number of students who often transfer between schools. Devising a formal means of following students who transfer to another school and counselor communication of students' special needs will improve with increased use of technology.

Middle schools have perhaps the most seasoned group of counselors. Accessing students has been easier since the implementation of teacher advisory programs. Yet, the time necessary for teaching the guidance curriculum continues to be perceived by teachers and administrators as impacting on academic instructional time. This same constraint often prevents offering more small-group counseling. Creative ways to address these issues are presently being discussed and practical approaches piloted. Increasingly recognized is the need for small-group-facilitation training for counselors.

An increasing number of new high school counselors who are supportive of comprehensive guidance are entering the district. Being inexperienced, these new counselors are in need of staff development which, although supported, does take away from student contact and program responsibilities. Although all high schools are delivering the comprehensive program, greater emphasis on counselor specialization needs to be given attention at the three high schools which have not had a significant turnover of counselors. Three schools also need to increase career and advanced education planning evening programs for ninth- and tenth-grade students and their parents.

District Management Plan

Since full implementation of the comprehensive model has occurred, counselors, administrators, and advisory committees have offered several recommendations for revisions, as well as possible refinements for the current program. Support demonstrated by the Board of Education for a self-study and extensive program analysis and the evaluation by an external team of evaluators was a major vote of confidence for Omaha's comprehensive guidance program. However, the recommendations resulting from the study needed to be addressed in a formal and sequential manner. Thus, a "Guidance and Counseling Program Management Plan for 1994-2001" was developed to incorporate all recommendations made since 1991. Figure 12.3 displays a graphic outline of the document.

The Guidance Program Management Plan is referenced in the district's long-range strategic plans and provides for a clear rationale and linkage to budgeting funds by general administration for guidance resources. The plan is widely distributed throughout the district and community. This practice reaffirms continual efforts toward improvement and enrichment.

Each year, since 1994, the district has updated the management plan. Although not all goals have been completed by the projected time lines, a majority of them have been met. Goals not met are carried over to the following year and given priority. Date of completion is noted on the document and ensures that board members, the superintendent, counselors, and others are informed of accomplishments.

A sample of district-level guidance improvement priorities through 2001 include the following:

<table>
<tr><th colspan="7">Program Management Plan 1994-2001</th></tr>
<tr><th>Projected Starting Date</th><th>Program</th><th>Goal</th><th>Activity</th><th>Evaluation</th><th>Projected Completion Date</th><th>Completion Date</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Figure 12.3. A graphic outline of the comprehensive program management plan for 1994-2001.

- Increase the number of elementary school counselors with a goal of 67 counselors in all 57 schools (schools with enrollment over 600 students will have two counselors).
- Pilot an intermediate benchmark form of evaluation (K-12) to assess student results from delivery of the guidance curriculum. Improve ways to determine student results associated with individual planning and response services. Revise the Counselor Appraisal documents to align indicators even more closely with the comprehensive program. Principals have suggested that the counselor appraisal forms are too lengthy and need to be revised.
- Update the elementary school (Pre-K-6) curriculum outcomes, activities, and means of evaluation. Secondary school counselors need to be included as members of the writing team. Elementary school counselors will be included on secondary school curriculum-related revision committees. The inclusion of Pre-K-12 counselors on working committees will emphasize the developmental nature of the program.
- Develop a succession plan to increase the number of people of color and male counselors in the Omaha Public Schools. Each guidance director is encouraged to mentor a counselor who demonstrates potential as a director of guidance. The district is supporting the professional development of selected counselors.
- Develop an annual inservice addressing emerging issues which tend to increasingly surface. All counselors will be required to complete competencies related to such issues as response to community violence and gang activity, child-abuse procedures, custodial/noncustodial rights and responsibilities, and response to receiving subpoenas. Practices related to student and faculty deaths, suicide intervention and crises response also need to be reexamined by all counselors. Additionally, advanced training will be required for counselors with responsibilities in the personal/social domain.

The Guidance Advisory Committee composition and function is currently being reexamined. A smaller number of committee members (15) is being considered as a major departure from the original larger committee because more direct involvement in program operations has been recommended.

The district is committed to the continual improvement of its comprehensive guidance program. The Guidance Program Management Plan lists 66 goals related to program refinement or enrichment and all goal-related tasks are scheduled for completion by the year 2001. So far, three years into the plan have resulted in completion of 26 goals and related tasks originally designated in 1994. One of the more essential goals yet to be addressed is to "Develop a vision for guidance and counseling for the Omaha Public Schools for the year 2001 and beyond."

RECOMMENDATIONS FOR DEVELOPING A COMPREHENSIVE GUIDANCE PROGRAM

(For Risk-Takers Only)

A guidance leader needs to be identified and given responsibility for developing a new districtwide direction for guidance and counseling. The leader could be a guidance supervisor at the district level or a lead counselor at the building level. One of their first tasks must be to involve as many people as possible in the transition process. In the early stages of development, establish study groups and, most important, an advisory committee. It is further recommended that the membership be representative of the population served. Issues or recommendations may initially relate to special interests. The leader's responsibility is to broaden the scope of the suggested changes and to develop a shared vision for a new model rather than add-on components of the existing approach to guidance. Developing a written plan of action or a flow chart that depicts the necessary steps toward transition to a guidance program can help clarify the vision for improvement. Moreover, written sequential tasks and activities that are necessary for developing and implementing a guidance program can be used for planning, setting annual goals, establishing time lines, linking components to a system, monitoring progress, and contributing to agenda items brought to the advisory committee.

Envisioning how to develop and implement a comprehensive competency-based guidance system becomes easier when goals and tasks are clearly and concisely written in sequential order. Districts may want to consider specific activities that have been of primary importance during the first two years to the development and implementation of the comprehensive model in Omaha. They are as follows:

- Determine the percentage of time devoted to each of the four program components.
- Specify Pre-K-12 student outcomes for all three domains. Develop a Pre-K-12 guidance curriculum. Coordinate the writing of the curriculum with the academic outcomes for facilitating access of students.
- Design Individual Counselor Planning Forms for counselors' accountability.
- Implement, if possible, comprehensive guidance districtwide rather than piloting it in a single school.
- Phase the program in over a three-year period of time.
- Develop a counselor appraisal form with indicators that directly relate to the program components. Reference Individual Counselor Planning forms at the time of appraisal.
- Establish a close working relationship with local university counselor educators. Volunteer to present the program and encourage incorporating the model as part of the curriculum.

- Advocate for your state to offer a similar opportunity as the Arizona Counselor's Academy for training counselors. The model has potential for reaching all counselors and creating equitable guidance programs for all students throughout the state (Ammon & Lawhead, 1990).

"Can't Steal Second With One Foot on First"

Change implies risk taking and hard work. Counselors and guidance administrators need to have courage—even be bold—and have a good self-concept when engaging in the change process (Leggiadro, 1991). Improvement means change, and like any change, situations often get worse before they get better. Do not wait until a "thou shalt" mandate is given to adopt a comprehensive model of guidance —it may never come—for there is never a perfect time. Nor should one wait until the "right people" come onboard. Visionary and creative guidance leaders need to be resourceful and respond, at times, more like managers than counselors. Creative visualization of the model, operational and embraced, is critical for successful implementation.

Obviously, there will be those that are resistant—everyone grows at different times. Undoubtedly, there will be days, perhaps months, (maybe even years), when conflict may very well seem like a way of life. Often, negative attitudes create more obstacles than any other factor. Identifying and receiving support from a mentor, whose spirit is felt even when they are not present, is a gift that can enhance daily well-being.

The Omaha Public Schools takes great pride in the efforts of counselors, its community, and its Board of Education to guarantee that all students receive a guidance program that will enable them to make informed decisions with regard to their personal lives, their education, and their future (Cipperley, 1996). Personal and professional growth are rewards for counselors who develop and implement "risk taking" approaches to ensure that guidance programs produce positive results for all students.

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CHAPTER 15

The Comprehensive Competency-Based Guidance Program in Tucson, Arizona

JUDY BOWERS

The Tucson Unified School District (TUSD), the second-largest school district in Arizona, serves approximately 65,000 students. Tucson has a diverse student population with 52.4% minority students enrolled in the 74 elementary schools, 20 middle schools, 10 high schools, and 5 alternative education programs.

Counselors in the TUSD have been working since 1990 to develop and implement a Comprehensive Competency-Based Guidance (CCBG) Program that serves all students K-12. Counselors developed a program resource manual which was then accepted by the TUSD Governing Board in 1993. In addition, this school district is adding school counselors when many other districts are reducing the number of school counselors. School principals are choosing to have counselors in their schools deliver the CCBG program model. TUSD counselors have had the unique experience of attending the Arizona Counselors' Academy where they learned how to change their service approach to a programmatic approach. Through the examples of Dr. Norman Gysbers, Dr. Sharon Johnson, Dr. Clarence Johnson, and Dr. Stan Maliszewski, the TUSD counselors learned how to design and implement the Arizona model. This CCBG Program, which is the TUSD model, is a combination of the Comprehensive Guidance Program Model which is fully described in the second edition of *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994) and the Johnson Model which is described in *Evaluating Guidance Programs* (Johnson & Whitfield, 1991).

FRAMEWORK OF THE TUCSON UNIFIED SCHOOL DISTRICT MODEL

From 1990-96, counselors in the TUSD followed the Arizona Model. Then in October, 1996, the leadership team, working with the Elementary Partnership Grant (which is described later), revised the Arizona Model to a more workable model that would fit the needs of the

TUSD. The model has four levels of implementation: the foundation, the delivery system, the monitoring system, and the assessment system (see Figure 13.1). The suggested time frame to totally implement a change in a district/school counseling program is 3 to 5 years. The elements of the framework are interrelated and interdependent and integrate with the TUSD overall philosophy and curriculum. The elements are organized into four major areas.

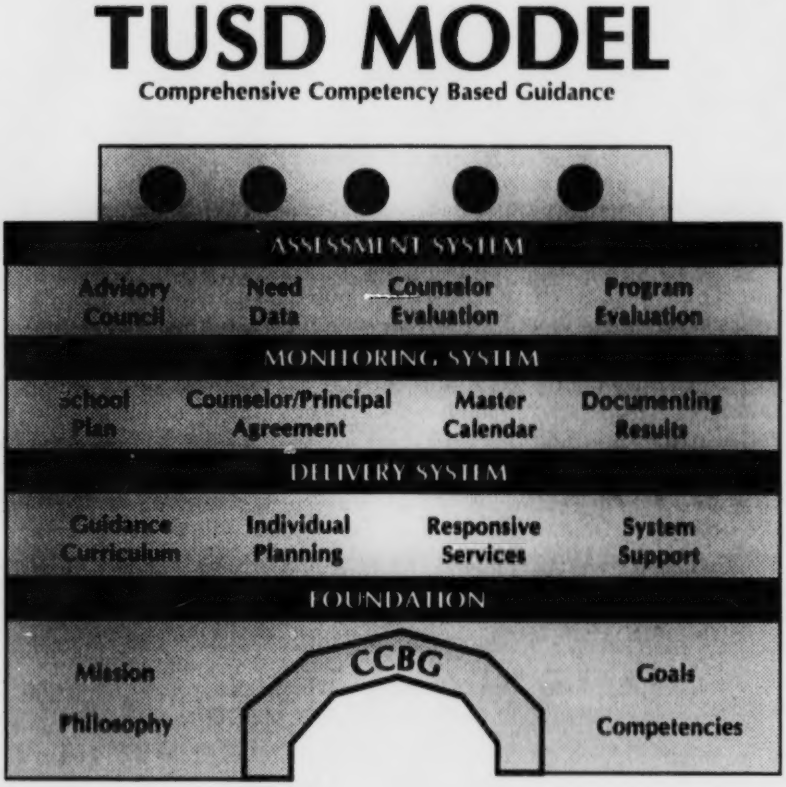
TUSD MODEL
Comprehensive Competency Based Guidance
ASSESSMENT SYSTEM
Advisory Council
Need Data
Counselor Evaluation
Program Evaluation
MONITORING SYSTEM
School Plan
Counselor/Principal Agreement
Master Calendar
Documenting Results
DELIVERY SYSTEM
Guidance Curriculum
Individual Planning
Responsive Services
System Support
FOUNDATION
Mission
Philosophy
CCBG
Goals
Competencies

Figure 13.1. The four major areas of the TUSD framework.

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IMPLEMENTATION STEPS OF THE COMPREHENSIVE COMPETENCY-BASED GUIDANCE PROGRAM MODEL

Step 1

Foundation

This component provides the framework and defines student results.

A. Mission Statement: A statement of purpose articulating the intent of the guidance program.

B. Philosophy Statement: A set of guiding principles or beliefs that are used in the development, implementation, and evaluation of the program.

C. Goals: They define the desired results to be met before a student graduates.

D. Student Competencies: They define the specific knowledge, attitudes, or skills that students should attain. They are developmental and measurable.

Step 2

Delivery System

This component comprises the ways in which a Comprehensive Competency-Based Guidance Program is delivered to students.

A. Guidance Curriculum: Includes classroom guidance lessons, large-group activities, and structured small-group guidance.

B. Individual Planning: Consists of activities that help all students plan, monitor, and manage their own learning, as well as their personal career development.

C. Responsive Services: Consists of activities that meet the immediate needs and concerns of students and includes personal counseling, crisis counseling, and referrals to community services.

D. System Support: Consists of management activities that establish, maintain, and enhance the total guidance program through professional development, staff and community relations, and consultation activities with staff, parents, and advisory council.

Step 3

Monitoring System

This component consists of the record-keeping documentation that involves planning and reviewing student results.

A. Counselor/Principal Agreement: Responsibility statements developed and negotiated between the counselor and the principal.

B. School Plan: Competencies to be achieved during the school year, how the results will be achieved, the criteria for success, and the personnel responsible, as determined by the counselors.

C. Documenting Results: Forms that document competency attainment and include counselor logs, lesson plans, and quarterly audits.

D. Master Calendar: A weekly, monthly, or yearly schedule of guidance activities made available to students, parents, and teachers.

Step 4

Assessment System

This component provides the vehicles for assessment and input about the program. Parents, teachers, students, and community members have an organized method for offering input about the program.

A. Advisory Council: A school/community group that assists in reviewing, promoting, and assessing the guidance program.

B. Needs Data: A survey that is given to parents, students, and faculty to determine the needs of a school. A guidance program is built around the results from these surveys.

C. Counselor Evaluation: It documents the success of the personnel responsible for the guidance program at each school is documented in the evaluation.

D. Program Evaluation: This document provides overall program evaluation at the school and district level.

SALIENT CHARACTERISTICS

Three major accomplishments occurred from 1993-96 to help the TUSD guidance program develop.

Accomplishment 1

1993: Comprehensive Competency-Based Guidance Program is Adopted by the Governing Board

After a cadre of nine counselors (representing K-12 counselors) met for a 1 1/2 years developing the Tucson Comprehensive Competency-Based Guidance Program Resource Guide (TUSD, 1996), the next step was to make two presentations to the district Curriculum Committee. Then, in April of 1993, the TUSD Governing Board adopted the CCBG Program with a 5-0 vote. Since then, counselors have been implementing the program in their schools.

Accomplishment 2

1994: Guidance Coordinator Position Is Added

At the beginning of the 1994 school year, the TUSD guidance coordinator position was added, allowing one person to coordinate the many activities of counselors and to serve as an advocate for counselors. Since 1990, this author and the staff development director have collaborated as advocates for the improvement of the guidance and counseling programs, the addition of counselors, and the hiring of a guidance coordinator. With reorganization of departments in the fall of 1996, counselors became part of the K-12 Curriculum Department.

Accomplishment 3

1995: TUSD Governing Board Makes a Three-Year Commitment to Add Counselors and A Federal Elementary Partnership Grant is Awarded to the Tucson Partnership

Two changes in 1995 gave the guidance and counseling program the big boost to support counselor growth. First, the TUSD Governing Board made a three-year commitment to provide money to add approximately 10 elementary counselors each year. Secondly, a partnership with the Center for Educational Development, University of Phoenix and the TUSD was formed to apply for one of the three-year Federal Elementary Demonstration Grants. These grants were for improving elementary counseling programs. When this grant was awarded to the partnership, it allowed counseling practicum students at the University of Phoenix to complete a counseling practice working full time in two elementary schools under the direction of an experienced counselor. Counselors spend one day a week participating in staff development activities and curriculum development. The first year, grant counselors had such successful programs that principals and their school leadership teams asked for full time counselors for their schools the following year. Year 2 and year 3 of the grant will continue the same training model with five new practice students from the University of Phoenix. The success of the grant program is evident in the end-of-the-year evaluation and in the interest from potential counselors and principals. The three-year grant provides the training for new counselors, and the TUSD provides the money to add new elementary counselor positions. By the beginning of 1997-98, each of the 74 elementary schools should have at least a half-time counselor, and many will have a full-time counselor.

The TUSD Governing Board and district staff worked together to provide additional counselors for the CCBG Program for all students in grades K-12. Funding for the increase in the number of counselors was provided by a variety of sources.

WHAT ATTRACTED YOU TO THE MODEL

TUSD counselors were attracted to the Arizona CCBG Program Model because it is a K-12 developmental model. The counselors liked several features of this model: (a) They work as the manager of the guidance program, (b) they integrate counseling competencies with classroom teachers' curricula, and (c) they can show results for the counseling program.

The counselors at each level decide how much time they will spend in each of the four areas of the management system:

1. Curriculum
2. Responsive Services
3. Individual Counseling
4. Systems Support

The time distribution is based on the recommendations in Developing and Managing Your School Guidance Program (Gysbers & Henderson, 1994, p.161). As counselors develop yearly plans, program adjustments are made to fit the needs of each school. Counselors appreciate having this flexible system that can be adjusted to meet school needs. Each summer at the Arizona Counselors' Academy, this model is taught and counselors learn how other school districts use the model in their CCBG Program.

STRATEGIES USED TO GAIN ADOPTION

To obtain approval by the TUSD Governing Board, the counseling cadre planned for 1 1/2 years prior to the board presentation. In the 1991-92 school year, the district hired an outside consultant to work with the counselors to investigate other counseling programs and to develop the TUSD Program. Three counselors from each level met monthly during the school year and during the summer to develop the TUSD program based on the Arizona Model.

Change-Agent Strategies

There are several change-agent strategies that have helped the program be successful.

1. First and foremost is the dedication of the school counselors. During the last seven years, about 70% of the TUSD counselors have attended the yearly summer session of the Arizona Counselors Academy at least once to learn from national experts. The money for counselors to attend was provided by various district funds. Workshops were provided during the school year for counselors to continue learning about the CCBG Program Model.

2. A second strategy that worked particularly well was to hold meetings with small groups of administrators and counselors in order to help each other learn about the model.

3. A third strategy was the supportive work that has been done by the director of staff development in TUSD who networked with district administration to gain support over the past six years. (Counselors were part of the staff development until this year.) The director educated the central administration staff regarding the CCBG program, advocated for a full-time guidance coordinator to work with all counselors, and continued to discuss the need to have counselors in all 74 elementary schools.

The Vocational Education Department has supported counselors since 1991 with money for development and with money for counselors to attend the annual academy. This department has promoted the philosophy of counselors and vocational teachers working together.

4. Another strategy was to form a districtwide Guidance Advisory Committee with representation from the community. This group met twice a year to be updated on the progress of the CCBG Program. The members have been extremely supportive of the counseling and guidance program and helped with the initial reviewing of the Comprehensive Competency Based Guidance Program Resource Guide (TUSD, 1996).

HOW THE PROGRAM BECAME OPERATIONAL

•Counselors are part of the Curriculum and Instruction Department.

At the beginning of the 1996-97 school year, some reorganization of departments in TUSD took place and school counselors are now part of the K-12 Curriculum and Instruction Departments. The K-8 curriculum director and the 9-12 curriculum director work as a team with the guidance coordinator to add counselors, to integrate with classroom curriculum, and to improve the program.

•Record keeping

At the beginning-of-the-school-year meeting for K-12 counselors, all counselors were given a packet with the forms they needed to document program results:

1. Counselor/Principal Agreement. On this form, counselors list the percentage of time they expect to spend in each of the four areas of the management system. (See p. 161 of Gysbers & Henderson, 1994, for more information on this issue.) Counselors also list specific results that they expect to attain with teachers, parents, and community. Counselors also include their own professional growth plan. Counselors then check the competencies that they will deliver at each grade level. Counselors and principals discuss the plan and changes may be made to reflect principals' input.

2. Master Calendar. On this calendar, dates for classroom visits, meetings, and test dates are listed.

3. Quarterly Audit. On these forms, counselors document their activities in each of the four areas of the management system. Counselors turn in the first two forms by the end of the first quarter, the third form is turned in at the end of each quarter. A quarterly report is then compiled for elementary, middle, and high school counselors.

•Competencies

Elementary counselors follow the 12 National Occupational

Information Coordinating Committee (NOICC) competencies (Refer to *National Career Development Guidelines, K-12 Handbook,* Kobylarz & Hayslip, 1996). The middle school and high school counselors follow self-selected competencies. When the model was written in 1993, all three levels had self-selected competencies as described in the TUSD curriculum resource guide. In 1995, when the counseling staff looked at training 24 new elementary counselors, it was decided that it would be easier to use the 12 NOICC competencies instead of the many elementary competencies. Counselors have also developed a crosswalk at each level between the NOICC competencies, the TUSD competencies, and the Action 2000 indicators.

•Monthly meetings

Each month, the guidance coordinator holds a meeting with the counselors from each level in which a guest speaker is highlighted and current information is shared. Middle school counselors have met at various high schools during the 1996-97 school year to learn about magnet programs specific to each school. Twice a year, meetings are held for K-12 counselors to bring the counselors together as a group. In the fall, all counselors are welcomed by the district superintendent and a governing board member and district updates on counselors are provided. At the beginning of the second semester, counselors participate in a K-12 transition program to prepare for spring registration and promotion.

•Same competencies used in schools at each level

A special feature of the CCBG Program in a large district is that schools deliver the same competencies, but counselors adapt the classroom lessons to fit the needs of their student body. Counselors do not need to deliver the same lesson to accomplish the same competency.

ATTENTION TO COMPELLING CONTEMPORARY PROFESSIONAL ISSUES

Several programs that counselors are using to deal with contemporary issues include the following.

•Technology

The "Choices" computer program is used in all high schools. In 1996-97, all students in grade 9 will be using Choices to investigate career and postsecondary options. The goal is for this program to be networked in high school computer labs, and teachers will take their classes to the labs to access the information. In the middle schools, "Choices Jr." will be used by all students in grade 6 to begin career investigation. Some of the high school career centers have access to the Internet and students can readily access postsecondary and career information.

•Increasing the number of minority students prepared to attend college.

APEX is a program that many middle school and high school counselors coordinate to help students learn about colleges and postsecondary options. The counselor has college students work with the students as they learn about the importance of staying in school.

•PeaceBuilders

This schoolwide program for elementary students teaches them how to be peacebuilders in their classrooms, on the playground, and in the community. Counselors work with entire school staffs to teach appropriate language, actions, and games that will be nonviolent and that will build peace. One of the TUSD counselors helped in developing strategies for this program.

•Parent Workshops

Counselors at all three levels are holding parent workshops to help them deal with parenting issues. Training has been provided for the counselors to organize parent workshops.

HOW SUCCESSFUL HAS THE PROGRAM BEEN TO DATE?

The CCBG Program has been well-received by principals, teachers, and parents because it is a program that includes all students. The K-12 program is developmental with competencies and activities that are appropriate for each age. This program is supported by teachers and administrators because counselors teach student preventive skills and the competencies integrate with classroom curriculum and with school and district goals. The CCBG program developed by the counselors integrates with the TUSD goals of Action 2000 which prepare all students to be successful in the 21st century. The student competencies taught by the counselor have the same learner qualities that a group of business and education leaders targeted as being important for students to learn in order to be successful in the future. Since the counselor works with all students in the classroom, the counselor is an integral player in preparing students for careers in the 21st century.

SUCCESSFUL FEATURES OF THE PROGRAM

•Program Continuity

With approximately 142 counselors working in 110 schools, the CCBG model has provided a program framework for all counselors to follow. The K-12 developmental approach for students in the three goal areas—Careers, Education, and Personal-Social—is followed by all district counselors, thus providing program continuity. Counselors have

Increase in Counselor Numbers 1994-97

Year	Elementary School	Middle School	High School	Total
1994-95	14 Counselors	35 Counselors	41 Counselors	93 Counselors
1996-97	50 Counselors	44 Counselors	48 Counselors	142 Counselors

Figure 13.1. The number of counselors increased significantly in 1994-97.

been offered the opportunity to receive a five-day training in the CCBG model for the last seven summers; this also contributes to program continuity. Approximately 90 counselors have participated in this training, with many counselors attending several times. The national experts, Dr. Norman Gysbers, Dr. Sharon Johnson, Dr. Clarence Johnson, and Dr. Stan Maliszewski have guided the counselors for six years. At the 1996 summer session of the Arizona Counselors' Academy, additional national experts were invited to help the counselors learn more about developing specific program components. The workshops provided by Dr. Robert Myrick, David Burgess, Dr. John Dudley, Dr. Pat Schwallie Giddis, and Dr. Laura Ward gave the counselors many practical and workable ideas for their programs. Time was provided at the academy for district groups to work together and to develop some program components to enhance their school programs. This was the first time that some counselors were introduced to school-to-work issues. Counselors were made aware of how they can develop the career goals in their program to promote school-to-work programs.

•Federal Elementary Partnership Grant

Being 1 of 10 national recipients of a Federal Elementary Demonstration Grant has provided an exceptional training model for aspiring counselors. The focus of the three year grant is to increase the number of CCBG-trained elementary counselors.

•Governing Board commitment to adding counselors over three-years

The members of the TUSD Governing Board are to be commended for their strong support for providing the funding to add school counselors.

•Principal Support

Elementary principals have welcomed the addition of a counselor to their schools. Several examples of the support from the elementary principals follow.

One principal had a half-time counselor and she wanted a full-time counselor. The principal converted some site funds to pay the additional money for a full time counselor. Another principal gave the teachers a variety of ways to spend the site money and the teachers voted to spend the money to make their half time counselor full time.

When elementary schools in TUSD reach enrollments of 600, the principal is allowed to choose between an assistant principal and a counselor. Two of the principals that had a half-time counselor chose to make their counselor full time rather than have an assistant principal.

The bottom line is that the principals and site-leadership teams are acknowledging that counselors in the schools make a difference.

•Training of counselors

At the beginning of both the 1995-96 and the 1996-97 school years, a five-day TUSD Counselors Academy was held to provide training for the counselors. During these five days, the new counselors met with many district representatives, including the superintendent, governing board members, the staff development director, the parent involvement specialists, experienced counselors, and others. New counselors were trained in the CCBG program that was adopted by the TUSD, and they were given opportunities to develop their school plans for implementation.

•Additional counselors for African-American and Native-American students

As this large district strives to address the needs of all students, it was recognized that the African-American students needed extra attention to help them succeed in school and increase their graduation rates. Through the support of the African American Department, three counselors have been hired to work directly with African-American students. Each counselor is assigned to one high school to work with the African-American high school students. Counselors are developing ways to work with the African-American students in the feeder elementary and middle schools. These counselors are part of the regular high school counseling department, but they are not assigned a caseload of students. One of the new counselors hired in the 1996-97 school year, works in an elementary, middle, and high school feeder pattern that has a large Native American population. This counselor works with the elementary, middle, and high school counselors to facilitate a smooth transition for the Native-American students into middle school and high school. In addition, the counselor provides evening workshops for the parents to help them learn how to support their child's success in school. An emphasis is placed on keeping the students in school, facilitating their transition to middle school and high school, and helping them learn about the educational opportunities available at the 10 TUSD high schools.

Counselor Resource Library

Funds were provided to purchase materials for a K-12 counselor resource library. Several counselors worked in the summer of 1996 to catalog and shelve the many books, curriculum sets, games, puppets, videotapes, and other resources for checkout. Counselors are now donating materials to the library that they aren't using or that they want to share with the other counselors.

•Evaluation Data

In 1993-94, counselors K-12 were asked to document the time they spent in the four areas of the management system. High school, middle school, and elementary school counselors found that they were spending less time in the classroom than the amount recommended by Gysbers and Henderson (1994). Since then, counselors have been working towards spending more time in the classroom. All levels of counselors have been spending too much time on nonguidance activities and a strong attempt has been made to reduce the nonguidance work. Since the counselors are all preparing Counselor/Principal Agreements, the plan is set at the beginning of the year for the counselors to spend the recommended amount of time in each area of the management system. Principals have been very supportive of the change, but sometimes the middle school and high school counselors are drawn back into clerical functions. Some evaluation of the CCBG Program has been done, but a formal program evaluation has not been developed as of this writing. Informally, however, the success of the program has been very noticeable and the TUSD Governing Board has supported the addition of more counselors. The large number of elementary counselors that has been added speaks for the program's success. All counselors who are hired in the TUSD must provide a CCBG Program to all students. The deputy superintendent sent a letter to all principals indicating that he wanted only trained CCBG Program counselors hired into the counseling positions. He also encouraged all counselors to attend the annual Arizona Counselors' Academy, and he provided the money for 54 counselors to attend in 1996. The counselors who were in the first year of the Federal Elementary Partnership Grant (1995-96) have used some program evaluations for the lessons they delivered. They have developed some new forms that are used by all of the elementary counselors during the 1996-97 school year. These forms document the number of contacts in each of the four areas of the delivery system—guidance curriculum, individual planning, responsive services, and systems support. Most elementary counselors are in their classrooms every other week delivering classroom guidance lessons. Counselors at all levels are keeping a quarterly audit, documenting the number of students they work with in the four areas of the management system. Counselors have received some evaluation suggestions from other school districts and they will be working to develop a better evaluation method for students and for counselors.

PROBLEM AREAS

Change in role of the counselor

The change in the counselor's role was the most difficult area to overcome in obtaining acceptance of the model by all counselors. Although many counselors could see the value of working with students in the classroom, they were not able to quickly make the jump from a service approach to a programmatic approach. Some counselors experienced frustration trying to work in the classrooms because the teachers didn't want to give up their instructional time. Other counselors said they just didn't have time to get out of their offices.

Lack of principals' and counselors' knowledge about the program

Some principals don't understand the developmental and preventive approach of the CCBG Program, and they want their counselors taking care of all of the individual problems in their school. Some counselors in the district have not attended an Arizona Counselors' Academy to be trained in the new CCBG Program and, thus, don't have the knowledge to change their program. The training for both groups has been available.

Counselors doing clerical work

Another obstacle at the middle school and high school levels is that too much clerical work is performed by counselors due to lack of office staff. Since the counselors take on some clerical duties (e.g., computer registration), it is difficult for them to leave the office and go into the classrooms. In support of the CCBG Program, one high school principal hired a counseling secretary; this allowed the counselors to leave the office and deliver classroom guidance lessons. The secretary not only runs the counseling office but also does the majority of paperwork for the counselors, thus freeing them to work more with students.

PLANS AND GOALS FOR THE FUTURE

Update the current TUSD Program Resource Guide. The manual has been updated for the training of the new elementary counselors for the last two years, but the middle school and high school areas also need updating. Counselor focus groups will meet to update the competencies, to improve the recommended calendar model, to update the portfolio, to expand the needs data, and to update the advisory-committee section.

Training

Continual training for counselors will be provided through monthly meetings, additional training, and the opportunity to participate in another Arizona Counselors' Academy. As more counselors are focused on the vision of a guidance program that serves all students, they are recognizing how they can improve their programs with the new ideas they receive from a variety of training opportunities. Counselors are seeing themselves as advocates for students, and they continue to focus on facilitating students' transition from one level of school to another.

Counselor evaluation and program evaluation

Currently, counselors are evaluated with the same instrument as the teachers. A group of counselors is meeting to develop a counselor supplement to the teacher evaluation which will emphasize the CCBG Program. Counselors who attended the Arizona Counselors' Academy in 1996 completed a program evaluation as part of their planning process.

Guidance and Counseling standards

Standards will be written for the TUSD guidance program that mirror the American School Counseling Association (ASCA) standards and the standards written by Gysbers and Henderson (1994). (See p. 481 of Developing and Managing Your School Guidance Program.) It has been suggested that all developmental programs have standards that are written to follow the national guidelines that are being developed by a committee of ASCA counselors.

Increase the number of counselors

At present, many of our counselors are responsible for a very large number of students. The student to counselor ratio varies from 250:l to 1000:1, depending on the school's funding. The goal would be to add more counselors when the money is available so that the student to counselor ratio would be reduced to the recommendations made by Gysbers and Henderson (1994).

High School Career Centers and Middle School Library Career Areas

Only 1 of the 10 high schools has a career counselor working full time with students. This model program is a goal for all the high schools to imitate. Some high schools have a career center staffed by parent volunteers or by a part-time career counselor. The goal would be for all high school career centers to have a full-time career counselor or career specialist. At the middle school level, several schools are making a career corner in the library. The goal would be to add career corners in all 20 of the middle school libraries.

School to Work, 4th R (readiness for work), Action 2000

The 4th R (readiness for work) has been a TUSD initiative for the last four years. Each year, more teachers and counselors are integrating school-to work lessons into the curriculum. All school sites write a Management Action Plan (MAP) yearly and the goals of the 4th R, Action

2000, and School-to-Work are included. School counselors take a leadership role in helping to plan and implement many of the learner qualities from these initiatives. Counselors in the TUSD are learning how to be managers of their CCBG Program as they work with the staff at their schools.

WHAT ADVICE WOULD YOU OFFER TO NEW IMPLEMENTERS?

Develop a districtwide curriculum resource guide

The first step in implementing a program is to develop a districtwide K-12 program resource manual describing the model and the major components or elements of the program. Counselors from all levels should be represented on the committee and counselors should look at established programs and choose the pieces from various programs that fit their school district needs. Take the time to do a thorough job of research.

Organize an advisory committee

It is important to have the support of an advisory committee consisting of school personnel, parents, community representatives, counselors, and a counseling expert from another district. Seek the advice of the committee as the research is being completed to find out about other programs. When it is time to make a presentation to the board, include someone from the advisory committee to help with the presentation.

Provide training for principals and counselors

The paradigm of change is very difficult in any area, and the counselors must have time to understand the need for change and to adjust to it. Thus, it is very important to provide training in order for the principals and counselors to learn about the new program and to understand how counselors will work in the new program. Training and understanding are requisite to achieve acceptance for the change to occur.

Develop a mentorship

It has been very helpful for the TUSD counselors to talk to other counselors who are implementing the CCBG Program. Most school counselors are very willing to share their program and to help other districts develop their programs.

Realize that it will take 3 to 5 years to fully implement the program. Don't try to make all the changes in one year. Realistically, it will take 3 to 5 years to design the program, plan the transition, implement the program, and then evaluate the results of the new program. It is important that the counselors in a district take ownership in the vision of a competency-based program that serves all students K-12. The program will be stronger in numbers—and with everyone working in the same direction, the success will be realized. It is very important to take the time to plan the change.

Counselors as managers and leaders

Counselors need to learn to be managers of their programs. The most important concept for counselors to understand as they live and work in the old program while building the new program, is that they don't have to do all of the work. Enlistment of teachers to teach some of the competencies to the students will help integrate the counseling curriculum into the classroom curriculum. Counselors and teachers can integrate curriculum topics. A counselor should also provide the leadership and the vision to be progressive in the program and meet the current needs of students. No longer can counselors sit and wait for someone to tell them what a program should include. Counselors should take the leadership role to say "This is my program for students and students are different because of my guidance and counseling program."

SUMMARY

As the TUSD Governing Board, administrators, and counselors move to add counselors and to implement a CCBG Program in all district schools, there is still a lot of work to be done. This team has worked over the last seven years to develop and implement a guidance program that would serve all students in a comprehensive developmental approach, K-12. The CCBG Program has become the adopted model for this school district to move guidance programs into the 21st century. Counselors have been learning more about changing their program by attending the Arizona School Counselors Academy—they have attended numerous workshops, and they attend monthly counseling meetings. A guidance program that serves all students in a proactive model that is integrated into the curriculum can be a reality when the school district governing board and the school district staff work together.

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The Comprehensive Guidance and Counseling Program in Montgomery County, Maryland: Mainstream Guidance

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Maryland's most populous jurisdiction—Montgomery County—has, in recent years, become one of the most ethnically, linguistically, and economically diverse school systems in the nation. A countywide guidance and counseling program was required for the successful inclusion, integration, and accommodation of this student population. In the 1980s, Montgomery County Public Schools underwent the transition to the new Comprehensive Guidance and Counseling Program. This chapter covers the adoption strategy, present status and success of the progam in the county, future goals, implications for change, and recommendations for new adopters. Also included is the comprehensive model's response to the challenge of contemporary professional issues.

THE NEW MILLENNIUM:
BRIDGE FROM THE PAST, VISION FOR THE FUTURE

Montgomery County Public Schools (MCPS) is well aware of the challenges it must confront as it bridges the end of this millennium and crosses the river into the future of the next. Education in this new millennium will require new alliances and partnerships with both community and business.

We at MCPS know that we cannot educate our students alone; our system aggressively seeks to develop public networks and community participation to form and shape a vision of tomorrow. We realize that it is not a cliché, that it takes a village, a community, to help plan specific educational strategies and create a new action agenda to help children develop as independent learners and responsible adults in the 21st century.

The recently concluded, innovative and historic MCPS Future Search Conference outlined strategies to carry on the successful education well into the next century. For three full days nearly 80 local government representatives, along with business and civic leaders, parents, students, and educators joined together at the Lockheed Martin Corporation headquarters to develop initiatives to support and enhance academic excellence and to design service requirements in the next century.

Conferences such as this, as well as other initiatives, will keep MCPS current on both trends and issues, as well as moving forward in helping each student achieve educational success.

MONTGOMERY COUNTY MARYLAND:FACTS & FIGURES

Who are we? What puts us in a position to develop and benefit from a Comprehensive Guidance Model? Montgomery County is Maryland's most populous jurisdiction. It borders on Washington, D.C., and is located 34 miles southwest of the city of Baltimore. Montgomery County's population continues to increase. From a population of 782,000 in 1993, the household population grew to 910,000 in 1995. Diversity has become a fundamental characteristic of Montgomery County, its people and its economy. Contrary to popular perception, the county has, in recent years, become one of the most ethnically, linguistically, and economically diverse school systems in the nation.

To support the educational needs of a diverse student population, a countywide guidance and counseling program is also required for the successful inclusion, integration, and accommodation of such a rich and diverse student population. The school system employs 346 school counselors: 123 elementary school, 100 middle school, and 123 high school counselors. Also, there are 22 full-time senior high paraprofessional career information coordinators in each high school career center, and 14 English Speakers of Other Languages (ESOL)—bilingual counselors who assist immigrants and international students with cultural adjustment.

Advanced planning has helped MCPS with its vision of the year 2000 and beyond. Our system strongly believes in the vision of "Success for Every Student." Our professional staff supports this belief and is committed to respect, encourage, and provide students with the opportunities to acquire the knowledge, skills, and attitudes to be successful, contributing, and independent members of tomorrow's changing and expanding global village.

HISTORY OF THE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM: ITS BEDROCK

In the early 1980s, with the school population rapidly growing and its needs rapidly increasing, MCPS guidance and counseling services sought a developmental framework for comprehensive service provision. During this time dissatisfaction with counselors was quite high. Both parents and faculty viewed counselors as *nice* but not *necessary* employees.

In high schools, students, especially minorities, were drifting or falling through the school system's educational cracks. Some were dropping out, others were underachieving. College- and career-guidance services were not standardized and sometimes sporadic.

Structural changes in implementing the educational curriculum were being considered. Junior high schools were on their way out, and the middle school philosophy and structure were taking hold as the organizational system for delivering the school's instructional program. Middle school counselors' time was spent mostly in Educational Management Team (EMT) meetings devising Individual Educational Programs, or in special education where the counselors functioned as record keepers or case managers, monitoring accommodations for the students.

During the early 1980s there was no planned guidance and counseling prevention program in operation, only emergency out-of-school resources existed. Parents wanted smaller class sizes and a return to basics. They did not want more specialists to "intrude" on their children's mental and emotional concerns. Like the corporate downsizing taking place in the business world, the county school system was forced to do more with less.

Budget cuts and retrenchments of the 1980s forced the elementary counselors into a fight for their career lives. Convinced of the contribution to their students' development, and knowledgeable about the complex demands of the school's academic curriculum, elementary counselors developed an original multimedia slide show titled: "What Will We Do Without Elementary Counselors?" and presented it at local PTA meetings. The powerful script and candid pictures demonstrated the tremendous and varied contributions of the elementary counselors to the students' success in adapting to the school's educational program. Overtaxed parents, whether married, divorced, single, or remarried, got the message and lobbied the Board of Education for more, not fewer elementary counselors. As a result, today, despite budget cuts, there are elementary counselors in all 123 elementary schools.

Finally, disturbed by all the public complaints and dissatisfaction, the Board of Education directed its superintendent to instruct the school system's Department of Educational Accountability (DEA) to conduct a two-year study of guidance and counseling services. In January, 1985, the DEA presented its study to the Board of Education. The DEA report was titled: "A Study of the Guidance Program and Its Management in the Montgomery County Public Schools." It made four recommendations, two of which are stated below:

1. Develop a coherent and comprehensive guidance program that is similar to other subject-matter programs, and provide guidelines for program monitoring and evaluation, and resources for staff training and professional growth.

2. Develop a new management structure which gives support for development and service delivery as well as an effective mechanism for program monitoring. The Board of Education accepted the DEA's report and directed the superintendent to implement the recommendations immediately.

As these events were occurring in 1985, the Maryland Legislature approved the Maryland State Department of Education's Pupil Personnel Bylaw. This bylaw directed all 24 county public school systems to have an organized, comprehensive, developmental, competency-based guidance program. County school systems were also charged with the creation and delivery of that guidance program. Each system spelled out specific competencies for its students to master. Each administered yearly needs assessments to determine the guidance curriculum's emphasis, and determined in advance measurable student outcomes to help audit the students' progress. For the first time in the state's history, Maryland school counselors were not only nice and necessary, but also, legally mandated. The time for change from services to a comprehensive program had arrived.

STRATEGY TO ADOPT THE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM (CGCP)

The strategy for gaining adoption of a new guidance program model was very clear and simple. In late spring of 1985, following the superintendent's directive and the state of Maryland's mandate, the supervisor of guidance invited Dr. Norman Gysbers, Professor of Educational and Counseling Psychology, University of Missouri, Columbia, to act as our program consultant and suggest ways to improve the MCPS guidance and counseling program. Gysbers was well prepared to show how a comprehensive, organized, developmental, competency-based guidance program could be adopted to improve the old, fragmented guidance services model. As the change agent, he was also successful in helping counselors deal with the resistance to change.

The transition from the old, fragmented guidance service model to the new CGCP was not an easy time for MCPS counselors. Gysbers persisted. Slowly but surely, the merits of the programmatic approach developed a following. With careful planning and advanced preparation, interested schools were invited to pilot the program. During the next three years, from 1985 to 1988, a combined total of 39 elementary schools, middle schools, and high schools piloted the new comprehensive guidance program.

Pilot school members were enthusiastic and met monthly to discuss progress, issues, and problems. The new guidance program did add work and some schools were reluctant to displace any of the previously expected clerical tasks or duties. Regular sharing meetings helped the pilot members to become more innovative. They found ways to incorporate the CGCP competencies into the existing academic curricula. Recognizing the CGCP overlap with the school curriculum was critical. It emphasized that the new guidance program belonged to the whole school faculty and was not just related to guidance and counseling. Overall, the initial pilot programs succeeded. Guidance counselors reduced their time on clerical tasks. Despite the lack of extra funding, the pilot study demonstrated the viability of the CGCP.

Several other aspects of the CGCP piloting helped with its countywide adoption. First, the guidance program renaissance started from the top down. The superintendent and the Board of Education had ordered immediate changes in guidance and counseling. Next, Gysbers used the Board of Education's mandate for change to present his proposed program in meetings with the three separate administrative area clusters. He met with the local area superintendents, administrators, and school principals and laid out a sequentially organized, competency-based curriculum with measurable student outcomes, a concept that administrators welcomed. Gysbers incorporated their reactions and suggestions into his model.

Gysbers also met with parents, students, and countywide and school-based guidance advisory committees. They too endorsed the need for immediate change and valued his plan for a comprehensive guidance program that would support the school system's goal: "Success for Every Student..."

MCPS counselors played a crucial role in adopting the CGCP model. With support from the supervisor of guidance, and with the help of the guidance unit specialists, Gysbers laid out the program framework and detailed the required changes necessary to initiate an organized guidance program.

In each of the three successive summers of 1985,1986, and 1987, 25 to 30 counselors formed work groups to identify the student guidance competencies K-12. They prepared Learning Activity Packets (LAPS) for each educational level, compiled a Comprehensive Guidance Program Handbook that contained lesson plans including audiovisual materials and additional resources, and suggested time-management schedules for delivering the new guidance curriculum at all educational levels.

HOW DOES THE CGCP FUNCTION IN MCPS TODAY?

The MCPS CGCP is like a river that runs through the entire educational terrain of the curriculum. As continually flowing water, the CGCP has four overlapping currents that run throughout the K-12 program and these forces help organize and systematically deliver a guidance program with the following four main emphases:

1. Group/Classroom Guidance
2. Individual Planning
3. Responsive Counseling
4. School Program Support

As a flowing, dynamic force the CGCP river carries along, supports, and delivers, in a systematic and organized fashion, the guidance and counseling program that ensures success for every student in the vital areas of academic achievement, career and educational decision making, and personal-social development.

In the elementary school environment, the CGCP provides a strong source of developmentally appropriate skills and strategies guiding students through the challenging currents in all competency areas. Through counselor-developed LAPS, elementary counselors teach students the following: how to follow rules; respect each other; identify, express, and manage feelings; negotiate conflicts; and participate and contribute in cooperative classroom learning experiences. Responsive counseling services help students cope with the multitude of complex issues including changing families, social skills, interpersonal concerns, and grief/loss issues. Elementary counselors navigate the CGCP river to collaborate with school staff and the community to create a positive school climate. This strengthens the message of care and concern for all childrens' growth and development.

The terrain of middle schools, with a flexible curriculum and a large influx of diverse students flowing from many different elementary school populations, demands a more interactive guidance program which involves more group counseling and peer support. With the adoption of the flexible CGCP model, middle school counselors now spend much of their counseling energy working with students to improve their academic achievement; to guide with developing peer-counseling and conflict resolution skills; and to help them develop four-year educational plans for high school and beyond. As a river, the CGCP easily adapts as it moves through the rocky terrain suited for young, active, and energized adolescents.

At the high school level, the CGCP becomes more like a series of focused canals that move the student from dependency to independence in goal setting and decision making. High school counselors make use of the guidance competencies to move students in the direction of autonomy as they make course selections, career, and college decisions. High school students must also develop a sense of themselves with respect to the diverse and multicultural populations of which they find themselves a part. The canals of the CGCP provide counselors with channels to help students identify the resources available in the school, the community, and within the students themselves to develop the group and relationship skills necessary for educational and personal-social success.

As a result of the implementation of the CGCP, all MCPS students are included in a comprehensive, organized, developmental, and competency-based guidance program. Thanks to Gysbers' leadership and recommendations, MCPS moved a long way in a short time. As a dynamic and flowing river, the CGCP carries the MCPS educational vision and dream of Success for Every Student to the end of this millennium and will carry it through the beginning of the year 2000 and beyond.

THE COMPREHENSIVE MODEL'S RESPONSE TO COMPELLING CONTEMPORARY PROFESSIONAL ISSUES:

Three main educational challenges confront MCPS today: (a) Multiculturalism, (b) Students At Risk, and (c) Technology. The CGCP provides counselors with direction to address each one.

Multiculturalism

As indicated earlier, minorities comprise 45% of the student population. The Board of Education has actively promoted the inclusion of multiculturalism's richness, strength, and diversity within the system. The MCPS Department of Human Relations has developed and implemented required inservice training programs that increase staff awareness, sensitivity, and skills in welcoming, including, and accommodating all minority students into the MCPS educational program. An International Student Admissions Office has been established to help international students with a smooth transition into the county schools. In addition, ESOL teachers and counselors are available for orientation, placement, adjustment, crisis intervention, and cultural issues. The MCPS Office of Information and Pupil and Community Services also help with the goal of inclusion.

The CGCP, in particular, has designed specific group guidance competencies to address the inclusion of multiculturalism in all students' personal-social area of development.

Through the competencies in the personal-social development area, the CGCP helps all students accept, respect, and value both individual and group differences and talents. It employs the metaphor of a rich and colorful tossed salad to explain acculturation; it has discarded the earlier 1900s monolithic immigration melting pot approach. Inclusion and respect of multicultural values and customs are fundamental to international students' successful acculturation and development.

Students At Risk

The MCPS vision and goal of success for every student directly addresses the challenges of at-risk students. A quality education is a fundamental right of every student. The CGCP focuses particularly on students at risk. With the help of its organized, developmental, competency-based program, school counselors aim to ensure success for every student; provide them with networks and partnerships to keep them productive and in school, and create a climate in which staff effectiveness and interest can help encourage, respect, value, and support the students in danger of failing or dropping out. Success for students at risk is both expected and required.

Technology

The MCPS Department of Educational Media and Technology and its division of Computer-Related Instruction are in charge of the school system's Global Access Initiative. This countywide computer network enables schools to acquire, transmit, and share computerized data within the school building and among other schools and the school system's central administrative office. With Global Access, school libraries are now being fully automated so that bar codes and scanners replace sign-out cards and hand stamps. Entire library catalogs and reference materials can now be searched. Information from the Internet and from the World Wide Web can be accessed and downloaded as needed. Now students can use many of the guidance software programs that are available in the schools' media centers. Just recently, the state of Maryland increased the opportunity for Global Access for all its public schools students when it recruited weekend volunteers to pull enough coaxial cable over the ceiling tiles of participating schools to wire numerous school classrooms for computer hookups.

The CGCP also takes full advantage of Global Access capability. In the high school career centers, students are able to search and retrieve information on college and career information. Current college entrance requirements, academic offerings, and scholarship information help students gain the information to complete college admissions, financial aid, and scholarship application processes.

Students are also able to investigate career possibilities, complete computerized interest surveys, and gather useful information about changes in career trends and areas of future economic growth or decline. Current college and career information is accessible, available, and useful. Counselors and career information coordinators make use of Global Access to help students with important career and educational decisions. In addition, local school counselors can use their desktop computer to communicate on-line with staff members within their own building and with the central office guidance personnel. The CGCP has set the framework, and as a learning tool, computer technology makes it possible to help every student succeed.

HOW SUCCESSFUL HAS THE CGCP BEEN TO DATE?

The CGCP has provided a powerful tool for the delivery of counseling and guidance services. The guidance competencies enable counselors to equip students with strategies essential to academic, educational, and personal success. The competency framework is broad enough to comfortably envelop schoolwide programs such as conflict resolution and character education which have evolved in response to societal pressures for schools to assume greater leadership in guiding children. At the same time, increasing academic program demands make it more challenging for counselors to carve out the time necessary for a fully realized classroom guidance program. Guidance and counseling is in competition with a host of other essential educational requirements for time and attention in the daily classroom instructional schedule.

The structure of the CGCP has also evidenced the flexibility necessary for counselors to forge responsive counseling programs for the complex needs of today's students. Counselors have found the CGCP to be a reliable means for addressing family, individual, school, and interpersonal concerns through both individual and small group counseling around issues as difficult and complicated as loss/grief, depression, ADHD, domestic violence, stress management, sexual harassment, and prejudice reduction. MCPS counselors work with increasing numbers of youngsters in responsive counseling groups each year. Year-end CGCP data list the complexity and intensity of student needs as the primary challenge encountered by counselors seeking full implementation of the CGCP.

As the requests for responsive counseling services have increased, so have schoolwide guidance support responsibilities increased. The original timeline delineated in the CGCP for school guidance program support does not reflect the responsibilities counselors have assumed with such activities as standardized testing, school climate, behavior management, PTA presentations, newsletters, mentoring, articulation, and a host of others. Counselors see the time demands of the EMT/ARD process, peer mediation programs, and other schoolwide programs as the biggest impediment to full implementation of the CGCP.

The CGCP, as the river that flows through the entire MCPS education terrain, has proved itself a powerful force in contributing to the change and progress needed to reach the system's vision for the new millennium: "Success for Every Student..." As we approach the next century, counselors must use the CGCP's power and force to deliver programs that accurately respond to students' needs and help them meet the challenges in their future.

MCPS GUIDANCE UNIT: PLANS AND GOALS FOR THE FUTURE

The Guidance Unit must focus further on determining the impact of CGCP on students and the development of the desired competencies. How do we evaluate the program's efficacy? What kinds of records are needed to accurately gauge whether competencies are being mastered, and whether that mastery has resulted in improved student achievement? The answers to these questions are critical and must guide the supervisory unit through continued implementation efforts, as well as enabling the counselors to be accountable for their work. Information is power. If we are to improve the program, we must obtain reliable and verifiable data to accurately assess the success of the CGCP implementation. Annual guidance program audits provide the opportunity for growth, development, and change.

One measure of the success that helps to validate the current CGCP is the results of the MCPS 1995 Senior Exit Survey. This annual survey provides the graduating seniors' perspective of the MCPS educational program. The CGCP is a vital part of the seniors' educational experience. In May, 1995 (six years after the full implementation of the CGCP), 6,324 (92%) of graduating seniors completed the school system's annual survey. The responses of these seniors, who were in sixth grade when the CGCP was adopted, indicate positive satisfaction with their educational experiences with MCPS. Some of the findings reflect the CGCP contributions.

RESULTS FROM THE MCPS 1995 SENIOR CLASS EXIT SURVEY

(6,324 Senior Participants)

89%	planned to attend college and obtain a bachelor degree or higher.
80%	felt exceptionally prepared for their future.
69%	rated math & English combined as best aspect of the curriculum.
55%	rated friends as an aspect of their educational experience.
43%	liked the flexibility in course selection.
40%	liked the opportunity to participate in sports.
40%	African Americans rated, after their parents, counselors and career-information coordinators as most influential in their college/career choice.
15%	were dissatisfied with textbooks and other instructional materials.
9%	disliked the grading policy.

The MCPS 1995 Senior Exit Survey also revealed some educational interferences that serve as a needs assessment for changing the direction and force of the future CGCP. Seniors noted the following:

Survey of Interference Items

41%	cited poor study habits as the biggest interference to learning.
29% - 26%	Hispanics and Whites respectively checked outside work as a major educational interference.
22% - 14%	Hispanics and African-Americans, and Whites and Asian-Americans, respectively, named financial worries as a major source of concern. In addition, Asian-American and Hispanics mentioned difficulty with the English language and family obligations as factors impacting their education.

1995 SENIOR EXIT SURVEY:
IMPLICATIONS FOR CGCP CHANGE AND DIRECTION:

Since the CGCP plays a vital role in the MCPS curriculum, administration and counselors need to achieve the following:

1. Examine grading procedures and instructional materials used in the classroom.

2. Improve the teaching of study skills and time-management skills. Structure guidance units on how to study effectively and teach specific behaviors to improve study skills.

3. Increase parent awareness of educational interferences: (a) poor study habits, (b) after-school jobs, (c) family obligations, and (d) financial worries.

4. Sensitize school staff to unique and different multicultural perceptions of interferences with the educational process. In particular, the CGCP needs to take into account the Hispanic senior student responses to the educational interferences experienced in MCPS:

Survey items that Interfered with Hispanic Seniors

29%	outside job
22%	family obligations and financial worries
16%	frequent sickness
14%	difficulty with the English language
6%	safety issues

5. Assist Hispanic students with postsecondary plans. Almost 9% of Hispanics were undecided about what to do after high school. Hispanic males had lower expectations and needed help with career plans and motivation to earn a higher college degree.

6. Sensitize school counselors and career information coordinators about their influence on African-American seniors' college and career plans. Fifty-six percent thought parents were most influential in their choice process; 40% thought school counselors and career information coordinators were the next most influential.

Using the data from the MCPS 1995 Senior Exit Survey, the guidance unit can respond effectively and change the CGCP emphasis and direction to address the compelling professional issues of multiculturalism, students at risk, and technology.

Certainly, technology is part of future planning, both for the delivery of the CGCP and for record keeping and evaluation. As counselors become more computer literate, and as our school system is able to provide more computer resources and training in database manipulation, less time will be spent on record keeping and our counseling and guidance program data will be more accurate. Counselors will be able to use the technological advances as tools to be more efficient in completing the paperwork and record keeping, so that more quality time may be spent delivering the CGCP competencies and responding directly to students' needs.

As indicated earlier, one important MCPS goal is to continue our outreach and networking efforts with both business and community resources. Continued and expanded collaboration with the county mental health services to provide crucial therapeutic services to our students is an important future goal. Coordination of all pupil services within the branches of the school community, as well as integration with government and nonprofit mental health services is both possible and beneficial. The flexibility of the CGCP makes cooperation and coordination with other outside school agencies both practical and possible.

In summary, the guidance unit must look at the CGCP structure and revise it as necessary to incorporate the increasing demands of multiculturalism, at-risk students, inclusion targets for special-needs students, technology, and school guidance support programs.

RECOMMENDATIONS FOR NEW ADOPTERS BEFORE IMPLEMENTING COMPREHENSIVE GUIDANCE

School systems throughout the country need an organized, developmental, comprehensive, competency-based program to effectively deliver the guidance and counseling information, attitudes, and skills required for students' educational success in the new millennium. In his consultation work with Montgomery County, Gysbers offered this advice to revamp fragmented guidance services into an organized guidance program. He laid out the following steps for real system and program change:

1. Decide you want to change.
2. Get organized:
    - (a) Identify the necessary conditions for change;
    - (b) Expect resistance;
    - (c) Appreciate challenges;
    - (d) Establish committees;

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(d) Establish committees;

(e) Begin a public relations campaign for change.

3. Select guidance program structure:
   (a) Definition;
   (b) Rationale;
   (c) Assumptions.
4. Define guidance program components:
   (a) Guidance curriculum's scope and sequence of competencies for all students;
   (b) Individual educational, career, and personal-social counseling concerns;
   (c) Responsive group counseling services for selected students;
   (d) Guidance program support services.
5. Assess current guidance program:
   (a) Identify current activities and resources;
   (b) Gather perceptions of students, parents, teachers, and administrators;
   (c) Identify the guidance staff's time-management plan and duty assignments.
6. Conduct a survey or sample assessment of students' guidance needs.
7. Decide what stays and what goes in the new guidance program.
8. Select appropriate student competencies K-12.
9. Establish a budget with the school principal.
10. Modify the guidance office facilities.
11. Develop a time-management plan for delivering guidance curriculum activities.
12. Initiate staff development with counselors, teachers, and principals.
13. Continue a planned program of public relations.
14. Evaluate the guidance program:
   (a) Conduct an annual needs assessment with program participants;
   (b) Use program structure to determine and measure final outcomes;
   (c) Present evidence of activities completed and competencies mastered;
   (d) Use the annual needs assessment to conduct a program audit of student competencies mastered and the strength and weakness of the program.

Most important, Gysbers suggests that working with the committed and motivated K-12 principals and counselors who are determined to change and improve the guidance program. Once progress is made, then there is a bandwagon phenomenon and it becomes easier to enlist the support and commitment of other curious counselors. The following suggestions are critical for successful implementation of the CGCP:

•Cultivate your principal's interest and support. Make the principal a part of the guidance team.

- Keep administrators informed with advanced notice of guidance program activities and publicize your efforts with faculty, parents, students, and community.
- Gain school faculty support by collaborating with other instructional personnel (supervisors, resource teachers, and other specialists) to determine who owns the delivery of the student guidance competencies.
- Implement the CGCP structure and plan at every educational level so that the school system's guidance program ensures success for every student.

SUMMARY

The beginning of a new millennium is a special time for pause and reflection to examine the numerous challenges, opportunities, and possibilities for growth and development. It is critical to face the future with a vision that guides us into the new era. The MCPS vision of success for every student offers a far-reaching goal. It demands the best efforts of all employees to help students acquire the knowledge, skills, and attitudes essential for educational success and productive membership in tomorrow's expanding global village.

To help prepare students for the 21st century, MCPS has inaugurated the CGCP to systematically deliver academic, educational, career, and personal-social competencies to all students. Like a river that runs through the entire educational landscape, the CGCP introduces basic guidance concepts through a developmentally appropriate, comprehensive, organized, competency-based guidance model.

In the elementary schools, the CGCP promotes a stream of educational achievement by helping students develop self-awareness, become effective group members, and acquire problem-solving skills. Next, as the CGCP currents sweep through the middle schools, it reinforces the emphasis on increasing academic success, building self esteem, and nurturing interpersonal decision making. Finally, as the CGCP flows through the high school terrain, it instills in secondary students the motivation to learn, achieve, and make future plans for college, career, and beyond. At all levels, the CGCP's competencies help students shape their future by engaging them in information-seeking, goal-setting, and decision-making activities.

The CGCP serves as a river flowing seamlessly from one millennium to the next. Its power and force ensure that students emerge from the MCPS equipped with the skills they need to realize their dreams and fulfill their potential. The CGCP delivers the MCPS vision for the next millennium: "Success for Every Student..."

CHAPTER 18

The Comprehensive Guidance and Counseling Program of Richland School District One

RONALD D. MILES

Richland County School District One in Columbia, South Carolina is the third-largest school district in the state. Encompassing urban, suburban, and rural populations, the district serves over 27,000 students at 52 educational sites. In the 1992-93 school year, it began a major restructuring of its guidance and counseling program. Richland One is now in its third year of the implementation of its comprehensive and developmental guidance and counseling program.

At the onset of the 1992-93 school year, the administration and Board of School Commissioners of Richland County School District One decided to take major steps to reorganize and restructure its guidance and counseling program. Although individual school programs were experiencing success, there was a serious void in districtwide efforts. Concerns voiced by parents, community leaders, and district employees included the following: lack of a written program; inequities in counselor-to-student ratios; misunderstanding of the roles of school counselors; and shortcomings in program services to students, parents, and teachers.

Key to restructuring efforts was district and building level support for a Comprehensive Guidance and Counseling Program. The district was entering its third year of a "Five Year Strategic Plan." Many of the goals and objectives of this plan were closely related to guidance program initiatives. As efforts were made to attain the goals of the Five Year Strategic Plan, it became increasingly obvious that changes in the guidance program were needed in order to reach these goals.

Under the leadership of former superintendent Dr. John R. Stevenson and current superintendent Dr. Donald J. Henderson, the district employed a district-level program coordinator whose responsibilities included district and individual school program assessment, districtwide program restructuring, counselor training, and guidance program support initiatives for schools.

The program coordinator was employed in the autumn of 1992 and began work on November 2. During the months of November and began work on November 2. During the months of November and December, discussion focus groups and meetings for school counselors, principals, district administrators, parents, students, and teachers were held in order to explore needs and concerns. In addition, each of the 52 educational sites was visited to assess facilities and the status of individual school guidance programs. As an extension of the work started in November and December, a district-level needs assessment was developed and conducted during the months of January and February,1993.

In March of 1993, results of the focus groups, site visits, and needs assessment were compiled and reported to the district administration. District priorities included the need to adopt and develop a districtwide program model, the need to upgrade program facilities at a number of sites, the need to create equity in counselor-to-student ratios, and the need to provide current and "state-of-the-art" staff development training for school counselors. It was apparent that major changes had to occur and the district was ready to address these needs.

ATTRACTIVENESS OF THE MODEL

Richland County School District One is a richly diverse school district. Encompassing most of the land area of the county, it is the third largest school district in South Carolina. With over 27,000 students and over 4,000 employees, the district includes the urban population of the state's capital city, Columbia, as well as surrounding suburban and rural areas.

In selecting a program model, the district was aware that whatever model selected, it had to be flexible and adaptable in order to address the multitude of community needs. In addition, the model had to support the goals of the Five Year Strategic Plan.

Carolyn Donges, Education Associate for Guidance Services for the state of South Carolina, was contacted as a consultant to identify guidance program models. In addition, Dr. Joseph C. Rotter of the University of South Carolina was contacted as a consultant with this initiative. District-level steering, advisory, and program committees were organized and the review work began.

After careful review and consideration, the district adopted the model described by Gysbers and Henderson (1994) as its model for program restructuring. The two major attractions to this model can be simply identified through the terms "comprehensive" and "developmental." The district needed a program model that was more than a listing of services. It needed a guidance program that was an integral component of each student's educational process. In addition, the district wanted a program that would assist all students to acquire age-appropriate competencies related to career, educational, personal, and social pursuits.

The model described by Gysbers and Henderson (1994) did just that.

Upon the adoption of a program model, district committees identified a philosophy or "mission statement" as a beacon to guide the process of program development and implementation. The district's philosophy for developmental guidance and counseling follows.

DEVELOPMENTAL GUIDANCE AND COUNSELING

Developmental guidance and counseling is an integral part of the educational process and must be consistent with the philosophy and objectives of the school in which it operates. It is an organized effort of the school to help all students to develop their maximum potential, both academically and socially.

Guidance and counseling can be effective dealing with incidents as they occur, but it functions best as a planned program providing continuous assistance to students during their school experiences as they accomplish tasks which lead to their cognitive and affective development. It is most effective when there is cooperation among teachers, parents, the counselor, the administration, the students, and the community.

The members of the district felt that this philosophy not only reflects its commitment to its students but is also compatible with the overall purpose of the program concept.

Once a program model was adopted and a philosophy developed, the district launched a major initiative to create public awareness of the need for change within the current guidance program. The district's cable television channel was used to educate the community regarding developmental needs of students and how a Comprehensive Guidance and Counseling Program can involve all concerned adults in addressing these needs. The district program coordinator in conjunction with the district's Department of Media Services created a weekly television program titled "Kids Nowadays." Sixteen episodes were filmed and broadcast during the spring of 1993. The programs were so well received that "Kids Nowadays" filmed an additional 31 episodes over the next three-year period.

A districtwide guidance newsletter, PTA/PTO meetings, and staff training sessions were also used to generate awareness and support. Throughout the public awareness campaign, district level program committees composed of counselors, parents, teachers, and administrators were involved. Their combined efforts served to define a "new direction" for the guidance and counseling program in Richland County School District One. Table 15.1 outlines the goals of the district's new direction for its guidance program.

Again the district used the work of Drs. Norman Gysbers and Patricia Henderson (1994) as a resource in defining its new direction.

SCHOOL COUNSELING: A NEW DIRECTION

FROM:	TO:
Position	Program
Ancillary Services	Planned Components
Remedial Only	Developmental and Preventive
Reactive	Proactive
Administrative or Clinical	Educational
Some Students Served	All Students Served
Office Services	Direct Services (Students, Parents, and Colleagues)

Table 15.1. An outline of the goals of the district's new direction for its guidance program.

With the success of its employee and community awareness efforts, the hardest work of the district was yet to come. First, the parameters of the program approach had to be tailored to meet the district's needs. And second, once a written program was developed and adopted, the real work of program implementation had to occur. The district was aware of these challenges and its guidance program committees were eager to begin their work.

THE DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF THE MODEL

The process of developing, adopting, and implementing a comprehensive and developmental guidance program is a demanding, ongoing, and rewarding experience. As one layer of need is identified and addressed, another layer is exposed. School districts beginning this process need to be aware that the work of restructuring is clearly a three to five year process. Although some individuals may become frustrated that everything doesn't change immediately, they need to remember that just as programs did not reach where they are in a year, they will not be changed in one year either. Commitment, hard work, clear communication, and support are critical factors during the process of program restructuring.

Richland County School District One knew that once a model and philosophy were adopted, certain staff and program assumptions had to be identified as cornerstones for the foundation of its comprehensive developmental guidance and counseling program. Again, borrowing from the work of Gysbers and Henderson (1994) the following assumptions were written. Combined with the district's philosophy, these assumptions serve as a written introduction to the district's completed program.

RICHLAND COUNTY SCHOOL DISTRICT ONE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM ASSUMPTIONS

For effective implementation of the Development Guidance and Counseling Program to occur, certain staff and program conditions must exist. The Richland County School District One Developmental Guidance and Counseling Program is based on the following assumptions:

Staff Assumptions

- School counselors shall be fully certified by the South Carolina State Department of Education and shall have the requisite training to fulfill their responsibilities and specialized job assignments.
- School counselors shall maintain and operate within the guidelines of the ethical standards prescribed by the American School Counselor Association.
- The counselor will completely and professionally carry out the following five basic roles (these roles are defined further in the program components):
    1. Program Management
    2. Guidance
    3. Counseling
    4. Consultation
    5. Coordination
- The counselor is an integral part of the school community team, which includes teachers, administrators, specialists, parents, health professionals, and other community representatives.
- Conditions for effective program implementation will include administrative commitment to and support of the guidance programs, favorable interpersonal relations among the school staff, adequate physical resources, adequate time for the delivery of services, and an adequate budget.
- The counselor-to-student ratio shall be appropriate to implement the comprehensive guidance program as designed in this framework.

Program Assumptions

The guidance program:

- Services equally all students, parents, teachers, and other recipients regardless of gender, race, ethnicity, cultural background, sexual orientation, disability, socio-economic status, learning ability level, or language;

- Guarantees the student access to the counselor and the counselor to the student;
- Helps develop and protect students' individuality;
- Helps students function effectively with others in the school, home, and community;
- Helps all students develop competencies at all educational levels;
- Assists students in their personal, social, career, and educational development;
- Provides consultation and coordination services to the teachers, parents, administrators, and others who work with students;
- Provides developmental as well as preventive and remedial services;
- Is both an integral part of and an independent component of the total education program;
- Is continuously refined through systematic planning, designing, implementing, and evaluating.

A multitude of initiatives need to occur if a school district is to be successful in changing the direction of its guidance and counseling program. Dozens of pages could barely address the creative efforts of so many individuals in Richland County School District One who gave unselfishly of their time and talent in developing and implementing the program restructuring. The following timeline gives an overview of the major initiatives that came into play as the district worked over a five-year period to develop, adopt, implement, and assess its program.

GUIDANCE AND COUNSELING RESTRUCTURING

Richland County School District One:
An Overview 1992-93

- Employed district-level guidance coordinator;
- Assessed the status of all district schools' guidance and counseling programs;
- Began monthly staff-development training sessions for all school counselors;
- Developed a comprehensive K-12 career-development program (one of the first in the state);
- Identified counselor training needs;
- Began a weekly parent education cable television series, "Kids Nowadays" (filmed 16 segments);
- Established district-wide guidance newsletter.

1993-94

- Developed a districtwide K-12 comprehensive developmental guidance program (competency based in the areas of student self-awareness, interpersonal relationships, career development, and health/safety);

- Correlated district's developmental program to the objectives of the Strategic Plan;
- Provided staff development for all counselors in these areas: program management, individual and small-group counseling, parent and teacher consultation, cross-cultural counseling, accountability and public relations;
- Implemented districtwide career planning for all students beginning in grade 5;
- Implemented the "Guidance Information System" career development computer-based program in all seven high schools;
- Continued the weekly parent education cable television series, "Kids Nowadays" (filmed 15 segments);
- Developed, in collaboration with Adult Education, a parent education workbook to accompany "Kids Nowadays";
- Implemented "Guidance Nine Weeks Reports" for the purpose of program accountability.

1994-95

- Implemented district's K-12 comprehensive developmental guidance program;
- Adopted school district policy to ensure guidance program implementation;
- Continued staff-development training for all school counselors;
- Conducted first "Community Agencies and Resources Fair";
- Created district level "Guidance Advisory Committee" for community involvement;
- Began district-level scholarship committee;
- Implemented "Scholarship Information Board" on Cable Channel 12;
- Continued "Guidance Nine Weeks Reports" for accountability;
- Continued the weekly parent education cable television series, "Kids Nowadays" (filmed 16 segments);
- Conducted a program assessment of all middle and high school guidance programs—areas of need identified are:
    1. Full implementation of the district's program in all schools;
    2. Improve communication with the community regarding guidance services;
    3. Provide adequate facilities for counselors to provide full program services;
    4. Assess amount of time counselors spend on adminis-

trative tasks that restrict their availability to students;

5. Maintain student records in a confidential manner;
6. Extend counselor contracts to complete activities that need to be accomplished during the summer and before school begins.

1995-96

- Implemented "Guidance Activities and Resources Guide" to accompany district's K-12 comprehensive developmental guidance program;
- Created and distributed district guidance brochures for all students and their families;
- Employed three new elementary school counselors which, in turn, reduced the number of elementary schools with part-time services from 14 to 8;
- Continued staff development training for all school counselors;
- Created counselor communication councils on the elementary, middle, and high chool levels;
- Updated "Guidance Nine Weeks Reports" for better accountability;
- Recognized as national exemplary program by the National Tech Prep Network, the American Vocational Association, and the College Board;
- Updated all 47 segments of the weekly parent-education cable television series, "Kids Nowadays";
- Identified additional needs in the following areas:
    1. Full program implementation;
    2. Staffing on elementary, middle, and high school levels;
    3. Counselor training and accountability;
    4. Administrative/clerical duties that restrict the time that counselors spend in direct services to students and their families;
- Developed a restructuring plan for high school guidance.

1996-97

- Employed two new elementary school counselors which, in turn, reduced the number of elementary schools with part-time services from 8 to 6;
- Implemented restructuring plan in each high school guidance department;
- Developed middle school guidance program restructuring proposal;
- Organized districtwide supplementary career resources research committee;

- Implemented districtwide strategies for positive school climate;
- Organized parent-education initiatives by district school clusters;
- Conducted program implementation assessments at selected elementary schools;
- Continued counselor-staff development training;
- Continued visits to each school;
- Continued quarterly accountability reporting.

From the previous time line, several initiatives require more detailed commentary. The development of the written comprehensive developmental guidance and counseling program along with its "Guidance Nine Weeks Report" for accountability will be explained in the following section relative to how the program functions. At this time the areas of staff development, district policy revision, program assessment, and public relations will be addressed.

In the area of professional development, the district became aware that its guidance staff had diverse training backgrounds. From minimum course work for certification to advanced degrees in counseling, school counselors were at many different levels of counseling skills and program management techniques. Beginning in the 1993-94 school year, the district initiated a detailed program of staff development designed to address the professional needs of its school counselors. Based on yearly needs assessments, the district contracts with consultants across the country to provide state-of-the-art staff development sessions for its counselors. These sessions are held on a monthly basis and provide the counselors with current and practical strategies related to the requirements of their programs.

Once the program for the district was written, the need for its adoption was apparent. Upon review of the then-current policy, it was obvious that this policy, written in 1974, was outdated and, in fact, contradictory to the new direction the district had taken. Therefore, a new policy was written and reviewed throughout the district in the spring of 1994. It was formally adopted by the Board of School Commissioners in September, 1994. The revised policy follows.

POLICY

Guidance and Counseling Services

The board shall direct the superintendent to ensure that comprehensive developmental guidance and counseling services shall be available for every student. The district shall adhere to federal and state regulations in the implementation of these services.

Administrative Rule

A comprehensive developmental guidance program shall be utilized to assist each student to be successful in his/her lifelong academic, vocational, and personal growth. This program shall be an integral component of the total educational program and shall include services in the areas of student guidance and counseling, parent and teacher consultation, and coordination of guidance-related activities. This program shall include a planned K-12 guidance curriculum which identifies student competencies and counselor strategies in the areas of student self-awareness, interpersonal relationships, career development, and health and safety.

School Counselors working within this program shall be fully certified by the State Department of Education and shall adhere to the ethical standards prescribed by the American School Counselor Association. They shall have the training necessary for fulfilling their responsibilities and specialized job assignments.

The comprehensive developmental guidance program shall be continually refined through systematic review, planning, and evaluation.

After the policy was adopted and the written program was implemented, the district decided to assess any new or recurring barriers to full implementation. Again, the district contacted Carolyn Donges of the South Carolina State Department of Education to provide consultation services. During the months of October, November, and December she visited the schools of the district in order to identify program strengths, barriers, and improvement recommendations. Her report, which gave an in-depth, school-by-school assessment, proved valuable in assisting the district with the implementation of its new program.

A critical component of the district's restructuring efforts was its efforts to inform its community of the "new" district guidance program. During the spring of 1995, counselors and parents worked together to design guidance program brochures on the elementary, middle, and high school levels. A brochure was sent home with each student in the district. The brochures were colorful and outlined the guidance program for each level. Each brochure was personalized with the name and telephone number of each student's counselor. The brochures served not only as public-awareness tools, but also served as referral sources for parent and student needs.

The guidance program restructuring efforts of Richland County School District One have served to greatly redefine the role of school counselors and the functions of guidance programs. In addition, counselors, teachers, administrators, students, parents, and community members now better see how they can work in collaboration in the delivery of a comprehensive developmental guidance and counseling program.

HOW THE PROGRAM WORKS IN OUR DISTRICT

The written comprehensive developmental guidance and counseling program is a competency-based program. It features a developmental hierarchy of student skills that begin on the kindergarten level and expand on each grade level through grade 12. The student competencies are clustered in four domains:

- student self-awareness
- student interpersonal relationships
- student career development
- student health and safety

Student competencies were identified by district program development committees. Resources for this work included the "Missouri Model," the NOTCC Career Development Guidelines (1992), the SCANS Report, and the work of Dr. Robert Myrick (1987).

Competencies were selected based on needs assessments of students, parents, and educators. Once the competencies were identified, they were arranged in a grade level hierarchy that emphasized student growth and development.

In this written format, the student competencies are matched with counselor strategies. The counselor strategies were outlined in reference to the guidance program model described by Gysbers and Henderson (1994) in four areas:

- individual planning
- responsive services
- guidance curriculum
- system support

A departure that the district made from the guidance program model was in its organizational framework. Rather than using the four strategy areas as a means of program dimensions, it defined each program component by the student competency domain. A sample page for each domain follows.

The final written document for the comprehensive developmental guidance and counseling program of Richland County School District One includes five major sections:

- Introduction (Philosophy and Assumptions)
- Counselor Roles and Responsibilities
- Ethical Guidelines
- Four Major Program Components
- Policies and Procedures Related to the Program

These five sections provide an organizational framework for district initiatives. A supporting document titled Resources and Activities Guide provides in-depth planning of counselor strategies. This guide was developed in 1995.

Three district-level activities ensured the full implementation of the district's program. First, as outlined earlier, quality state-of-the-art staff development is utilized. Second, each counselor is visited on a regular basis by the district program coordinator to review the status of the program's implementation. The program coordinator serves as both a program manager and resource provider/planner for individual counselors. Third, each nine-weeks grading period school counselors are required to complete a program accountability report. These reports serve as both formative and summative evaluations of the program's success. A copy follows.

In summary, the comprehensive developmental guidance and counseling program of Richland County School District One is more than a written plan in a notebook. It is a program designed to meet the needs of its students. It is more than a list of expectations. It is reviewed and assessed regularly. Expectations without inspections would be less than acceptable.

SUCCESS OF THE PROGRAM TO DATE

The successes of the efforts to restructure the comprehensive developmental guidance and counseling program of Richland County School District One have been many. First, school counselor professional image has greatly improved. The 82 district counselors view themselves as valuable employees who play an integral role in the educational success of their students.

Second, the public perception of school counseling within the district has greatly improved. Parents and community members view the program as exemplary and as a major asset to the district. The comprehensive developmental guidance and counseling program has received several merit citations from the Board of School Commissioners. In addition, the program has been featured as a national exemplary program by the National Tech Prep Network, The College Board, and the American Vocational Association.

Third, student and teacher requests for assistance have shown a marked increase. Teachers view school counselors as valuable resources and collegial consultants. Students view the counselors as caring advocates. During the 1995-96 school year, over 46,000 referrals for assistance were made to district counselors by students. Over 28,000 parent and/or teacher consultation sessions were held.

Fourth, because of the counselor commitment to a developmental model, the district now has 98% of their graduates either enrolled in postsecondary educational experiences or involved in the work force. The district's graduates' unemployment rate is less than half the national rate.

Fifth, the number of scholarships awarded to Richland One students has doubled since the guidance program was implemented. The graduating class of 1995 received over 13 million dollars in scholarships.

And sixth, the district support for comprehensive developmental guidance and counseling is apparent at every school. From the reassignment of nonguidance duties to increases in financial support, counselors know that they are appreciated. Guidance program facilities have been greatly improved. New counselors have been employed which, in turn, has reduced the district's average counselor-to-student ratio. The elementary school counselor-to-student ratio is now 1:450. The middle school ratio is 1:350. The high school ratio is 1:250.

There now exists a serious and caring commitment to quality school counseling in Richland County School District One.

PLANS FOR THE FUTURE

Short-term plans for the 1997-98 school year include the following initiatives:

- Implement a restructuring plan in each middle school guidance department;
- Organize districtwide committee to review and update the district's K-12 comprehensive developmental guidance and counseling program;
- Continue counselor staff development and training;
- Continue visits to each school;
- Continue quarterly accountability reporting.

The major initiative for this upcoming school year will be to review and update the district's written program. Competencies and strategies will be closely reviewed to assure optimum program proficiency and accountability.

In addition to these short term plans, guidance program facilities will be greatly enhanced due to the district's recent victory in securing bond referendum funding for $184 million. This is the largest bond referendum in the history of the state. This money is designated for the building of new schools and the renovation of all existing schools. Of course, necessary and appropriate guidance program facilities will be part of these efforts.

The district will also continue to reduce the counselor-to-student ratio on both the elementary and middle school levels. The district goal is a ratio of 1:250 on all levels.

The exciting part of any future developments within the guidance and counseling program of Richland County School District One is knowing the success that has been achieved thus far and the dedication the district has to achieving an exemplary school counseling program.

There is a definite commitment to providing the best for all district students.

ADVICE FOR OTHER DISTRICTS

Advice for other school districts is based in six simple principles. First, receive and nurture district-level support. Superintendents, program directors, and school board members are key players who need to be involved from the beginning.

Second, involve counselors, teachers, principals, parents, students, and community members in the development of the program. Remember, the more people who assist with this process, the greater the advocate and support base will become.

Third, public relations and accountability are critical in gathering and maintaining support. They are valuable resources in assuring that the guidance program is necessary and important for all students.

Fourth, there is no need to reinvent the wheel. Contacting other school districts and specialists in the field of school counseling can prove very important. We can all learn from each others' success and mistakes.

Fifth, take your time. Remember that Rome was not built in a day. Expect resistance. Change is not easy for many people. It is better to spend several years developing a quality program than just spending a few months developing a program that only works on paper.

And sixth, continue to hope. Life without hope is meaningless. Hope for our students is critical. And hope for quality school guidance programs is necessary. Remember the words of Dr. Martin Luther King when he said, "Keep your eyes on the prize and carry forth."

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CHAPTER 16

Guidance and Counseling — New Hampshire Style — Update to 1996

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Presently, nearly one half of New Hampshire's public schools are implementing a Comprehensive Guidance and Counseling Program with its own professional development plan to meet the needs of all students, from kindergarten through grade 12. This chapter covers the process by which the transition to comprehensive guidance came about, special features of the model, adoption strategies, current status, success, and challenges.

SALIENT CHARACTERISTICS

In September 1987, the New Hampshire State Board of Education strongly advised counselors in New Hampshire's public schools to alter the manner in which they delivered guidance and counseling programs to students. Nine years later, many schools that heeded this advice (in New Hampshire the state does not mandate) were well along in implementing a 100% Comprehensive Guidance and Counseling Program with its own professional development plan to meet the needs of all students, from kindergarten through grade 12.

The transition from delivering guidance services to facilitating guidance programs has been a long and rocky one, and the board of directors of the New Hampshire Comprehensive Guidance and Counseling Program (NHCGCP) has taken many twists and turns along the way.

The writer recommends that the reader peruse chapter 6 of the earlier edition of *Guidance and Counseling New Hampshire Style.* It carefully describes the start-up process that made it all happen, initially using federal funds and then tapping ever-diminishing state funds. To understand the multitude of problems with state funding, the reader would have to live in, and try to work in, a state that has no broad-based taxes and whose gubernatorial candidates "take the pledge" to veto any income or sales tax that might be presented by the legislature.

In addition to new state-approved standards promulgated in 1984 that required greater accountability through the development of student that required greater accountability through the development of student outcomes for guidance programs K-12, six additional factors contributed to the development of this program:

1. The desire that a number of counselors and their principals expressed to change guidance and counseling from an ancillary service to a program with its own set of student competencies and curriculum;

2. The news that Dr. Norman Gysbers, a counselor educator at the University of Missouri-Columbia, was developing a comprehensive guidance program in collaboration with the Missouri State Department of Education and would perhaps be available as a resource;

3. The availability of vocational education funds to develop a pilot project that would make career counseling a respectable activity for all counselors;

4. The recognition on the part of all parties—counselors, counselor educators, state department personnel, and school administrators — that counselors needed to come out of the office and go into the classroom to gain greater visibility throughout the school;

5. The desire to ultimately involve business and industry who are, of course, the potential employers of all students;

6. The availability of assistance from others who are beginning to develop and implement comprehensive career guidance programs;

7. Finally, and probably most important, the opportunity to develop a guidance curriculum with a key emphasis on student outcomes.

Nine years after beginning the program, personnel in 170 New Hampshire schools have received training using the manual, *New Hampshire Comprehensive Guidance and Counseling Program: A Guide to an Improved Model for Program Development* (Carr, J. et al., 1988) and a structured training program. These 170 schools represent nearly one half of New Hampshire's public schools. After a one-year hiatus and using school-to-work regional funding, this training continues through 1996-97.

SPECIAL FEATURES OF THE MODEL

The New Hampshire Model, not surprisingly, is very similar to the Missouri Model. Dr. Norman Gysbers of the University of Missouri-Columbia has been our mentor from the beginning. We have worked with Gysbers and with Harry Drier of the Center for Education and Training for Employment at Ohio State University from 1987 to the present. With their help, we have matured from a small base of counselors and teachers developing training programs and curriculum materials to a regional cadre of training staff that is currently planning a liaison with school-to-work efforts.

One of the most attractive features of the model was its promise to free counselors from nonguidance functions that seemed to creep into the position and never let go. Our biggest success thus far has been the collaborative training with persons other than counselors. Principals, teachers, and even community members see the benefit in enabling counselors to carry out the tasks that they are trained to do by assigning the nonguidance functions to the appropriate personnel.

STRATEGIES USED IN GAINING ADOPTION OF THE MODEL

In 1987, it seemed the time was right for the development of this New Hampshire Model. A small group of professionals from around the state was granted funds to spend a week at Ohio State University to develop the procedures and, subsequently, a procedures manual. They received support and tutelage from Gysbers and Drier. This group of professionals comprised the following: a counselor and a principal team from four geographically and demographically different schools, three counselor educators (two from public colleges, one from a private college), one state department consultant in vocational guidance, and a project editor. From this "think tank" emerged not only a product (the manual) but also a process (the training program). These 13 people became the Project Steering Committee and the trainers for 14 pilot schools who attended the first summer institute in August of 1987. In a sense, the steering committee was receiving training at the same time that they were training staffs from their own and 10 other schools.

We were very wise this first summer to bring Gysbers to present the overall picture of the model and to help us develop Comprehensive Guidance and Counseling "New Hampshire Style." He stayed throughout our training that first summer. We appreciate his leadership, support, and encouragement in all aspects of the training. We strongly recommend that others who are using the Missouri Model or an adaptation of it keep him involved every step of the way.

In subsequent years of the NHCGCP effort (1987-1991), a board of directors was formed, representing counselors, teachers, principals, and counselor educators. This board set the guidelines and used federal funds to convene staff-development teams for training purposes. We closely followed the Missouri Model, and provided support and mentoring to each other through frequent regional and statewide meetings.

We differed somewhat from the organizational aspects of the Missouri Model in that we used the grassroots approach to the governance of the program. The program did not come from the state (as previously mentioned, New Hampshire does not mandate). Instead, it arose from the participants themselves. As new participants completed the training sessions and returned to their schools with tasks to perform, they became the advocates for the program. Through some additional federal funding, we were able to meet in a statewide conference at least three times a year during the first several years. At these conferences, veterans, as well as newcomers, were able to share their success and work out their challenges. In addition to the statewide conferences, regional meetings were conducted and run by the participants.

HOW THE PROGRAM FUNCTIONS TODAY— THE NEW TRAINING MANUAL

In 1993, as federal funds waned and state funding took over, it was necessary to reorganize the board of directors. The management of funds moved from Plymouth State College to a regional collaborative, the Southeastern Regional Educational Services Center (SERESC) in the southern part of the state, and the program became NHCGCP, Inc.

In 1996, as federal funds were about to become block grants, and because most of those were earmarked for school-to-work initiatives, the NHCGCP, Inc. played a vital role to ensure that every student is prepared to compete in the work world. A grant to the New Hampshire School-To-Work Initiative offered counselors a great opportunity to develop career-guidance programs at all levels.

The lead article in the fall 1995 issue of *Update*, the newsletter of the NHCGCP, describes the career-guidance part of the School-To-Work Transitions Grant, "Building Learning Communities." The School-To-Work Initiative is divided into three parts: school-based learning, work-based learning, and connecting activities. The NHCGCP provides a framework for school-based learning activities in the guidance curriculum. In grades K-6, such experiences include the following: working in student teams to design problem-solving strategies and make decisions; introduction to business principles, including social skills and ethics; and exposure to academic subject matter that relates to solving real-world problems.

In grades 7-10, school-based learning experiences build and reinforce the experiences learned in elementary school. Students expand career awareness and explore career options to provide a greater understanding of social and economic life, including the nature of labor markets, the variety of occupations these economies demand, and the career clusters into which the various occupations fall. Increased responsibility for self-evaluation, decision making, and career planning are tasks of the middle years. Access to structured service learning in the community and job shadowing are encouraged.

In grades 11-12, guidance and counseling activities continue to assist students in decision making, career exploration and planning, and postsecondary training opportunities. Counselors work to ensure that students obtain the requisite school and work-based experiences to successfully pursue their career goals beyond high school.

Connecting activities refers to the activities needed to ensure linkages between school and work-based learning. Counselors can help form partnerships in the community to ensure that students have an opportunity to see academic, technical, and personal skills applied in the workplace.

A central component and one of the major strengths of the School-To-Work proposal is the NHCGCP—it infuses the school's curriculum with career awareness and career development activities. School districts in School-To-Work communities will be required to describe how these activities will be integrated into their total School-To-Work system. Schools who have adopted the NHCGCP will have the structure in place to play a major role in School-To-Work.

In response to the School-To-Work initiative, a committee of the NHCGCP is rewriting the manual and working with the School-To-Work regionals to implement *A Manual for a Comprehensive Career Guidance and Counseling Program* (Carr, J.V., et. al., 1996). The training manual has been revised to include the emerging emphasis on career guidance and, specifically, the School-To-Work programs that are increasing in number, importance, and depth. (Copies of the revised manuals are available on order from SERESC, 11 Peabody Road, Derry, NH 03038.) Part of this emphasis has been to stress career guidance and counseling to a greater degree.

In the previous manual, the accepted goal was to help all students attain their potential in all aspects of their lives. Although this remains the overall goal of the revision, that goal has become more centered around the work expectations of today's student populations. All students are expected to prepare for a suitable occupation. This dictates that the development of individual student talents and abilities is driven by their potential participation in the nation's workforce. In the earlier manual, it was important to create an awareness of the conditions that were preventing school counselors from meeting the developmental needs of all students. Those who have worked on the revised manual are moving ahead on the assumption that most of the counselors and others involved in these changes know about the roadblocks. It is also assumed that they accept the validity of the criticisms and beliefs about those guidance programs that may not be meeting the needs of all students.

The New Hampshire Model has been rewritten into a training manual format by persons who are actively involved in NHCGCP. From the very beginning, we created a visual model (Figure 16.1) that contained the elements of the Missouri Model but, of course, we converted it to New Hampshire Style. We organized the model around the 10 student competency domains and fit them into the visual model which we named "New Hampshire Comprehensive (Career) Guidance and Counseling Program: An Approved Model for Program Development." An outer circle is divided into the four program components: guidance curriculum, individual planning, responsive services, and system support and program development (the delivery system). These circumscribe three interconnecting circles which define the elements of students' development: career development, educational development, and personal-social development (that which is delivered). As you examine Figure 16.1, you will note that we managed to fit 9 of the 10 student competency domains within those 3 program components, leaving life roles development to stand in the middle with our androgynous person. This figure portrays the current comprehensive career guidance and counseling program:

- Focuses attention on addressing the developmental needs of

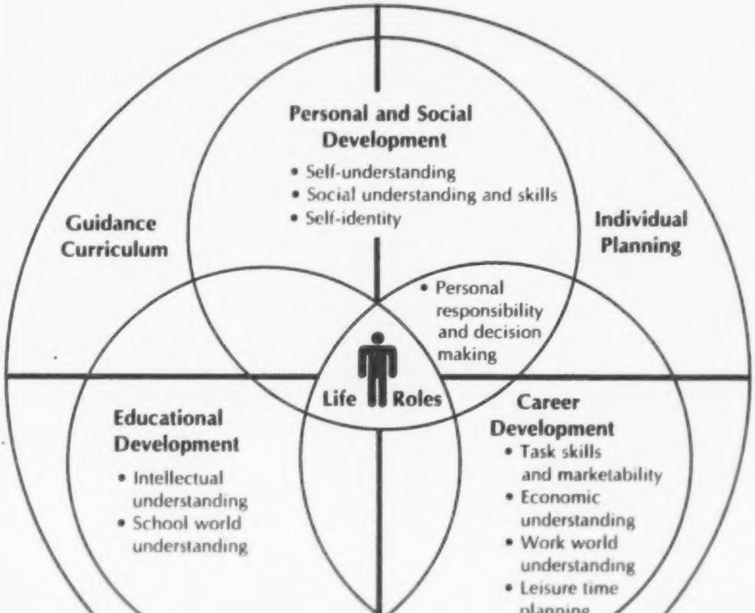
Personal and Social Development
• Self-understanding
• Social understanding and skills
• Self-identity
Guidance Curriculum
Individual Planning
• Personal responsibility and decision making
Life
Roles
Educational Development
• Intellectual understanding
• School world understanding
Career Development
• Task skills and marketability
• Economic understanding
• Work world understanding
• Leisure time planning
Responsive Services
System Support

Figure 16.1. Adaptation of the Missouri model as used in the New Hampshire model.

all students as the top priority;

- Identifies student competencies and outcomes that relate to the corresponding developmental needs of students;
- Develops and implements a counseling program which assists students in learning the selected competencies and attaining the agreed-upon outcomes;
- Responds to students at those times when they face problems or special decisions;
- Supports other educational programs, but always remains a separate and equal component of the school's educational mission;

Each section of the new manual presents a unit in itself. Each section is the subject of a training event. Bound in loose-leaf format, it can be easily copied as overhead transparencies or as handouts for all participants of the training program. The section titles and the language of this new manual will be readily understood not only by counselors and other educators but also by business, industry, and community. It is a truly user-friendly document, modified by critiques of both the document and the training.

These section titles are as follows:

- Overview—Overview of a complete career guidance program;
- The Steering Committee—The need and use of an effective committee;
- Time and task analysis—Stepping back for a better view;
- Needs Assessment—Setting student goals and program goals;
- Guidance Curriculum—Developing and tying into the career guidance program;
- Program Resources—Looking at staff, time, equipment, materials, and budget;
- Evaluation—Meeting agreed-upon student goals and program goals.

Each section is complete within itself. Each contains documents that correspond to the action of the section. These documents can be copied or revised to fit a given situation.

CONTEMPORARY ISSUES

We are currently moving from a strictly volunteer training staff to a full-time staff member—the current chair of the board of directors will work with regional trainers in developing programs and procedures. The challenge that the board and the regional trainers face is to fit into the grant application process designed by the School-To-Work entities in the various regions. Seven of the eight School-To-Work regions have approved staff-development plans, within which career guidance and counseling is delivered. The eighth of the School-To-Work regions was the first in the state to receive full funding; it has progressed towards a complete career guidance and counseling program. Both the national legislation and the state plan require a strong career guidance and counseling component.

A box of curriculum materials that addressed the NHCGCP competencies was produced in 1990 and organized around the 10 student competency domains identified in the manual. These domains are as follows:

1. Self-Understanding
2. Global and Social Understanding and Skills
3. Decision Making
4. Intellectual Development
5. School World Understanding
6. Understanding of Personal Economics
7. Task Skills and Marketability
8. Work World Understanding
9. Leisure Time Planning
10. Life Roles Planning

Most of these domains fell quite naturally into our original model of personal social development, educational development, and career development in the following manner:

Personal-Social Development
    1. Self-understanding
    2. Global and social understanding and skills
Educational Development
    4. Intellectual understanding
    5. School world understanding
Career Development
    6. Understanding of personal economics
    7. Task skills and marketability
    8. Work world understanding
    9. Leisure time planning

As pictured in Figure 16.1, the planners decided that decision making (3) and life roles planning (10) were recurrent themes among all of the other domains and needed to appear throughout the curriculum.

This box preceded curriculum that has since been produced by a variety of funded and private publications. At this writing, there is a continuing emphasis nationwide on counselors and teachers working together, using curriculum that directly addresses the needs of the students. Therefore, we have chosen not to reprint, and the NHCGCP curriculum materials are currently out of print. Although many of the schools are using the NHCGCP unit plans in their programs, commercially produced materials are increasingly being used instead. Also, one section of the manual contains procedures on developing curricula that meet the goals and objectives of the NHCGCP competencies.

SUCCESS AND CHALLENGES

The Minimum Standards for New Hampshire Public Elementary School Approval, K-8, Guidance Activities and Services contains the statement, "Each elementary school shall adopt a written plan for the development and implementation of the school's guidance program which shall include the following components: program development; counseling with students, including self-referral; consultation with parents and students; child-appraisal activities; and psychological referrals." *The Standards for Approval of New Hampshire Public High Schools* contains the statement, "Each approved high school shall establish a written plan for the development and implementation of the school's guidance program which provides the following components: program development, counseling and consultation, information services, student appraisal, and placement and referral services." Those state department officials who reviewed the written plan looked for (a) a set of objectives and goals, (b) a listing of the activities to meet these objectives and goals, and (c) a monitoring or evaluation system for carrying out these activities. These same state department officials, when presented with the NHCGCP format, stated that "...the format is more than acceptable because it includes not only the major components of a solid plan for operating a guidance program, but it outlines them in so much detail." Those public schools that have been involved in the NHCGCP know that their written plan is more than acceptable for keeping their program well above the minimum standards for guidance and counseling.

An important success in the program has been the initiation of an evaluation program. In 1993, the first 18 tasks of the program were listed in survey format and sent to guidance and counseling staff members and to the principals of the currently participating schools. In general, as might be expected, the longer a school has been a member of NHCGCP, the higher percentage of planning-phase tasks have been accomplished. In addition, as seen by both principals and counselors alike, schools received important benefits from their participation in the NHCGCP:

- Greater structure of the guidance program;
- Clearer definition of the counselors' roles, functions, and duties;
- Application of the guidance program to all students in the school;
- A higher degree of counselor accountability;

- Networking between counselors and teachers and between counselors among schools, both within and outside of the individual school districts;
- Greater and more frequent training opportunities related to guidance;
- Higher degree of credibility.

At the same time problem areas were identified:

- Time constraints—There is never enough time to do all that needs to be done;
- Classroom guidance—Counselors feel some resistance to classroom guidance activities, both from within themselves and from classroom teachers;
- Lack of cooperation among some of the school district counselors;
- Lack of support from some administrators for the comprehensive approach to delivery of guidance and counseling.

FUTURE PLANS AND GOALS

The NHCGCP is addressing the complex status of the many initiatives that are confronting school counselors in this rapidly changing world. The program managers are moving from the first elements they addressed in the model, educational development and social/emotional development, into the career development model, partly because new funding sources are emerging from the School-To-Work (Career) initiatives and partly because career guidance has not been fully addressed in the curriculum.

As with the NHCGCP participants in the public schools, many of the original "leaders" have moved into other arenas. Although he stays in touch, Harrison Baldwin, one of the 13 people who, in 1987 journeyed to Ohio State University and met with Drier and Gysbers and served as the chair of the statewide steering committee as we moved into incorporation, has retired from school counseling. Jim Carr, who provided the leadership from the New Hampshire Department of Education, although retired, is spearheading the rewriting of the manual (or "Blue Book" as it is usually referred to). The current NHCGCP Board Chair, Janet Heikkela, is continuing the work of NHCGCP as it initiates a liaison with the School-To-Work initiative. Jo Hayslip, redirecting her energy from Plymouth State College, is teaching one of the first Career-Development Facilitator Training courses, one of many National Occupational Information Coordinating Committee (NOICC) programs. In 1995, Hayslip also co-authored with Zark VanZandt of the University of Southern Maine, a handbook: *Your Comprehensive School Guidance and Counseling Program: A Handbook of Practical Activities.*

ADVICE TO NEW IMPLEMENTERS

The 1987 goals for the future of the NHCGCP established as a target percentage of schools to be members by 1990, two thirds of the public middle schools and high schools and one third of the public elementary schools. This goal was met by less than half of the expected percentage. Some of the reasons for not meeting the original goal include the following:

- The 1987 expectations were too high; they were set before we had the experience of moving through the planning phase.
- The state of New Hampshire was unable to appropriate earmarked funds which could be used to expand the existing program into additional schools.
- Four part-time staff members were unable to give the time necessary to meet the increasing demands for assistance from the current member schools.

As the tasks demanded of the schools during the planning phase became more evident, the expectation that project schools would complete the planning cycle in approximately one year (part of the 1987 expectation) changed to two years, and in some cases, three years. Also, as schools moved through the planning phase, we realized that the number of discrete tasks necessary during the planning phase was greater than originally expected. In 1987, the schools entering the program believed that the planning phase consisted of five tasks:

- Time and task analysis;
- Organization of a steering committee;
- Completion of a needs assessment of student outcomes;
- Identification of a list of priority competencies to be addressed through a guidance and counseling curriculum;
- Development and initial implementation of guidance and counseling curriculum.

In 1989-90, we realized that the five items listed above are not discrete tasks, but rather, they are the major objectives of the planning phase. Each of these objectives contains discrete tasks that must be considered during the planning phase. In Table 16.2, the tasks appear to represent a more realistic understanding of the planning phase and give an understanding of why a three-year period is a more realistic expectation for the planning phase duration.

With the realization that the schools faced a more complex planning process than we had earlier anticipated, came also the understanding of the role of personal commitment on the part of administrators, counselors, and others in the schools toward completing the planning phase. Where the commitment has been high, the planning phase moved along. Where the commitment has been lower, the school tended to get bogged down at various stages along the way. Some schools have changed staff members, with the result that those previously committed to the process were replaced by others without the same commitment. An interesting side note: Usually when counselors left for a different position, often out-of-state, the manual and the curriculum materials went along with them. Sometimes we found ourselves spending as much time bringing new persons up-to-date in the member schools as we did bringing new schools and school districts onboard.

New implementers have the advantage of knowing how those who pioneered comprehensive career guidance programs met the challenge of changing the system while living in it. Federal funding played a significant role in creating the difference between the reactive services model and the proactive program model. This funding is now appearing in School-To-Work or School-to-Career programs and requires closer networking within the public schools and between the schools and other elements in the community. Counselors and others who work with students directly or indirectly need to continue to develop and implement methods for delivering the best possible programs to all students. Comprehensive career guidance and counseling which addresses the needs of all students is an outstanding endeavor and, in our opinion, is the most fulfilling manner of meeting the student's needs as well as the demands of the work world as we move into the 21st century.

OBJECTIVES	TASKS
1. Time and task analysis	1. Conduct a time and task analysis beginning with the first day of school.
2. Organization of a steering committee	2. Form a steering committee. 3. Involve administrators. 4. Involve teachers. 5. Form an advisory committee .
3. Completion of a needs assessment of student outcomes	6. Create a needs assessment instrument. 7. Conduct the needs assessment. 8. Analyze the needs assessment data. 9. Identify essential student guidance and counseling outcomes. 10. Publicize the results of steps 6 - 9. 11. Develop curriculum objectives for guidance and counseling outcomes.
4. Development of a guidance and counseling curriculum as a necessary componenet in the guidance and counseling program	12. Select or produce and assign curriculum and counseling program activities. 13. Develop guidance program activities. 14. Assign counselor focus, activity, and time to program components. 15. Establish a master calendar for the year.
5. Initial implementation of an approved guidance and counseling program with a curriculum component	16. Eliminate nonguidance and noncounseling functions of counselors. 17. Establish a guidance program budget. 18. Submit a written plan for guidance and counseling to local school board. 19. Begin implementation of an approved plan on the first day of the school year following comple tion of planning phase. 20. Evaluate the first year of implementation.

Table 16.2. Major objectives in the planning phase.

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Carr, J.V. et al. (1996). *A Manual for a Comprehensive Career Guidance and Counseling Program.* Derry, NH: SERESC.

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Evaluating Comprehensive School Guidance Programs

NORMAN C. GYSBERS

"Demonstrating accountability through the measured effectiveness of the delivery of the guidance program and the performance of the guidance staff helps ensure that students, parents, teachers, administrators, and the general public will continue to benefit from quality comprehensive guidance programs" (Gysbers & Henderson, 1994, p. 362).

Three types of evaluation are required for school districts to achieve overall school guidance program accountability. The first type of evaluation establishes that a district has a guidance program that is in place and fully operational. It is called program evaluation. The second type of evaluation focuses on evaluating the personnel involved in the program. It is called personnel evaluation. The third and last type assesses the impact the program has on students, parents, teachers, the school, and community. It is called results evaluation. This chapter discusses each type of evaluation beginning with program evaluation, followed by personnel evaluation, and ending with results evaluation.

PROGRAM EVALUATION

Guidance program evaluation asks two questions. First, is there a written guidance program in the school district? And second, is the district's guidance program actually being implemented in the buildings of the district? Whether or not a written guidance program exists in the district and whether or not any discrepancies exist between the written guidance program and the implemented guidance program become clear as the program evaluation process unfolds.

To conduct program evaluation, the first step is to establish standards for the district's guidance program. What are program standards? They are acknowledged measures of comparison or the criteria used to make judgements about the adequacy of the size, nature, and structure of the district's guidance program. How many standards are required to establish whether a district's guidance program is in place and functioning? The general answer is that enough standards are required so that judgements can be made to ensure that a complete comprehensive guidance program is actually in place and functioning to a high degree to fully benefit all students, parents, teachers, the buildings of the district, and the community.

Once a sufficient number of program standards have been written to represent the total district guidance program, the next step is to write indicators for each standard. Enough indicators need to be written for each standard to provide evaluators with the confidence that components of the guidance program, represented by the standard, are in place and functioning. The number of indicators per standard will vary depending on the size and nature of the component of the guidance program represented by the standard.

In Missouri, guidance program evaluation is conducted as a part of its statewide accreditation process called the Missouri School Improvement Program. All programs in every school district in the state are evaluated every five years, including a district's guidance program. To see a copy of the full set of these standards and indicators for guidance programs, refer to chapter 3 titled "Missouri Comprehensive Guidance: A Model for Program Development, Implementation, and Evaluation" by Marion Starr.

For purposes of illustration, I have selected one standard with its indicators. The standard I selected represents the *individual planning* component of the model. Note that the standard highlights student individual planning; the indicators give specific details of what evaluators should look for to see if student individual planning is in place and functioning as it should within the district's guidance program.

11.1B Students are provided opportunities to develop, monitor, and manage their educational and career plans through a structured, systematic individual planning system.

1. Activities and procedures provide a comprehensive program of career awareness and exploration in grades K-12.
2. A system for individual planning, which includes the necessary forms and procedures and begins no later than eighth grade, provides assistance to students, in collaboration with parents/guardians, to develop educational and career plans, and includes assessment, advisement, and identification of short- and long-range goals.
3. Educational/vocational information resources are readily available to students.

To make judgements about guidance programs using standards, evidence is required concerning whether the standards are being met. The indicators describe the kind of evidence needed to make these judgements. What evidence can be used to document that Standard 11.1B with its three indicators has been achieved?

Here are several examples:

- the guidance curriculum that provides students with career awareness and exploration activities K-12 as documented by district guidance program curriculum guides and teachers' and counselors' lesson plans;
- the yearly master planning calendar for the guidance program and counselor weekly planning calendars that document time devoted to guidance curriculum activities focusing on career awareness and exploration activities;
- the individual student planning system used by the district as documented by examples of completed student planning documents (folders or portfolios on paper or disk);
- the yearly master planning calendar for the guidance program and counselor weekly planning calendars that document time devoted to assisting students to develop and use their educational and career plans;
- Educational/occupational information availability as documented by inspections of building guidance centers, displays of materials in building media centers, and lists of educational/occupational information resources that are being used in the district.

PERSONNEL EVALUATION

Personnel evaluation begins with the organizational structure and activities of the district's guidance program. A first step in personnel evaluation is the development of job descriptions for the personnel involved in the program. Job descriptions are derived directly from the structure and activities of the district's guidance program. When written in this manner, job descriptions are tied directly to the program responsibilities that the personnel involved are expected to fulfill. Job descriptions define the expected roles, responsibilities, and commitments of program personnel and are the basis for personnel evaluation.

A detailed description for the process of personnel evaluation beginning with the necessary supervision required is found in chapter 2 titled "Leadership and Supervision of School Counselors in Comprehensive Guidance Programs" by Patricia Henderson, so additional information about this important kind of evaluation is not presented in this chapter. Additional details can be found in *Developing and Managing Your School Guidance Program* by Gysbers and Henderson (1994). For the most complete discussion of this topic, refer to *School Guidance Program Staff Leadership* by Henderson and Gysbers (in press).

RESULTS EVALUATION

Once it has been established that a guidance program is in place and functioning in a district through program evaluation, and the personnel of the program are being evaluated based on their job descriptions using a districtwide performance-based system, the next step is results evaluation. What is the focus of results evaluation? The answer to this question is found in the guidance program of the district. If a district uses the model for guidance programs described in chapter 1, the activities in each program component become the focus of results evaluation.

How should results evaluation be conducted? One answer to this question is to use the format presented in this chapter to conduct results evaluation. It organizes guidance activities grouped by program component, identifies the expected results, and lists the documentation required to provide evidence of results attainment. This format was adapted from one that was developed by Stan Maliszewski and the school counselors of the Omaha Public Schools, Omaha, Nebraska. (Please see chapter 12 for a presentation of the guidance program of the Omaha Public Schools and how they use this type of format for results evaluation.)

What follows are examples of results evaluation using the format just described. Figure 17.1 presents the format with the program components guidance curriculum and individual planning. Figure 17.2 presents the format using responsive services while Figure 17.3 presents system support.

In Figure 17.1, under guidance curriculum, you will note it lists guidance units/activities. Then going across Figure 17.1, the expected results of doing guidance units/activities are students who achieve guidance competencies. And finally, the last column presents various ways of documenting that students have achieved guidance competencies, including using students' self-reports, as well as using examples of, and making judgements about something they wrote or something they said or did. In the case of a schoolwide conflict-resolution program results expectations might be a reduction in office referrals and suspension from school. Documentation for these results would be the logs in principals' offices that report office referrals or suspensions.

To assist counselors and teachers to assess the effects of guidance curriculum units/activities in Missouri, two evaluation surveys were developed, one for grades 6-9 and one for grades 9-12. The Missouri Guidance Competency Evaluation Surveys were designed specifically to assess the impact of guidance curriculum units/activities on student attainment of guidance competencies. They provide pretest and posttest measures of students' self-reported confidence in their achievement of competencies specified by the Missouri Comprehensive Guidance Program. By providing this data, the data from the surveys assist local

PROGRAM COMPONENTS	EXPECTED RESULTS	DOCUMENTATION
Guidance Curriculum		
Guidance Units/Activities	Guidance Competencies Attained	Missouri Guidance Competency Evaluation Survey Results - Pre/Post
	Guidance Competencies Attained	Student Guidance Competency Post Checklist Verified by Counselor or Teacher
Conflict Resolution Program	Guidance Competencies Attained	Counselor/Teacher Administered Post Evaluation Test Results
		Office Logs
Individual Planning Student Education/Career Planning	Student Education/Career Plans Completed and Used	Student Education/Career Plans Verified as complete by Counselor or Teacher

Figure 17.1. Missouri Comprehensive Guidance Program Guidance Curriculum and Individual Planning Results Evaluation Examples.

districts to improve the effectiveness of guidance curriculum units/activities.

Before beginning a guidance program unit/activity, school counselors ensure that all students complete a pretest survey. Group administration of the surveys takes approximately 20-25 minutes. Students not present for the pretest or the guidance curriculum unit/activity do not take a posttest survey. Posttest surveys are given as soon as possible after the guidance curriculum unit/activity is completed (usually within a week). The time between pretesting and posttesting should not be greater than three months. The surveys, so administered, are designed to show change in students' confidence in their mastery of guidance competencies. They are not intended to be given at the beginning of the year and then again at the end of the year to all students. Administration and interpretation of surveys are linked to specific guidance curriculum units/activities.

After students complete the posttest surveys, counselors mail both pretests and posttests to the Assessment Resource Center (ARC) at

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the University of Missouri-Columbia. ARC scans the forms, analyzes the data, and returns a one-page data summary to the school counselors. The summary contains group scores only; it does not report individual student scores. ARC report forms are kept by school counselors as one type of documentation of the results guidance units/activities in the guidance curriculum component of the overall school guidance program. (For more information about the development of the surveys please see *Developing guidance competency self-efficacy scales for high school and middle school students* (Lapan, R.T., Gysbers, N.C., Multon, K.D., & Pike, G.R., 1997).

Note that individual planning is also listed in Figure 17.1. If student planning forms and procedures are in place and being used as a part of a district guidance program, how could results evaluation be conducted? One way is to count the number of plans students have developed and are using, the goal being 100% of all students in the district having and using an educational and occupational plan. An inspection of

PROGRAM COMPONENTS	EXPECTED RESULTS	DOCUMENTATION
Responsive Services		
Small Group Counseling	Improved Personal/ Social Skills	Small Group Counseling Satisfaction Survey Results Case Studies
Aggression Replacement Training	Reduction in Number of Office Referrals and Suspensions	Office Logs
Counseling	Student Goals Achieved	Counseling Evaluation Form Results Case Studies
Referral	Satisfaction with Referrals	Referral Satisfaction Form Results
Consultation	Satisfaction with Consultation	Parent Consultation Evaluation Form Results Teacher Consultation Evaluation Form Results

Figure 17.2 Missouri comprehensive guidance program responsive services results evaluation examples.

samples of student plans could be conducted to verify actual use. The plans developed by students serve as documentation.

Figure 17.2 presents the responsive services component. Note that the same format used in Figure 17.1 is used here. A variety of possibilities exist for results evaluation of the responsive services component. If small group counseling sessions are being conducted, a case study could be conducted on one of the students involved. The same would be true in individual counseling. A case study of one of the individual counseling cases could be conducted. For referral and consultation, a short questionnaire/survey asking a sample of students, parents, and teachers involved about the usefulness of and satisfaction with referral/consultation could be completed. Survey results as to the usefulness/helpfulness of counseling, consultation, and referral can then be assembled in report form as documentation.

The system support component is shown in Figure 17.3. If counselors provide faculty development workshops, the expected result would be faculty satisfaction with the workshops. Documentation would be the results of workshop evaluation forms completed by teachers. Work on counselor recertification including taking courses and attending workshops and conferences is an important part of school counselors' time commitments in the system support component. Documentation would be the renewal certificates school counselors receive upon completion of the recertification process. A final example of results evaluation in the system support component is the use of guidance program use/satisfaction surveys. These surveys entail asking students, teachers, and parents about the extent to which they used the program and how

PROGRAM COMPONENTS	EXPECTED RESULTS	DOCUMENTATION
System Support		
Faculty Development	Satisfaction with Faculty Development	Faculty Evaluation Form Results
Professional Development	Recertification	Renewal Certificate Form
Guidance Program Use/Satisfaction	Student, Teacher, and Parent Satisfaction with the Program	Use/Satisfaction Survey Results

Figure 17.3. Missouri comprehensive guidance program system support results evaluation examples.

COMPONENT	LEVEL	WHAT/HOW/WHO COMPLETED	WHEN
Guidance Curriculum	K-6		
	6-9		
	9-12		
Individual Planning	6-9		
	9-12		
Responsive Services	K-6		
	6-9		
	9-12		
System Support	K-6		
	6-9		
	9-12		

Figure 17.4. Annual results evaluation plan.

satisfied they were with the program. The survey results serve as documentation.

RESULTS EVALUATION PLAN

As you have just seen, there are a variety of places in the program and a number of ways to collect results evaluation data. The goal is to do results evaluation on a systematic basis, collecting data about the impact of the district guidance program on students, parents, teachers, and the community. To do this, a yearly plan is needed. Figure 17.4 provides a possible format for a local yearly district plan to organize and collect results evaluation data.

As a results evaluation plan is established for the district, remember that only one or two activities from each of the program components are chosen for evaluation per year. Often a sample from the group to be evaluated can be drawn and used rather than trying to evaluate the entire group. Remember too that a major goal of results evaluation is to improve the activities and services provided to students, parents, teachers, the school, and the community. The data collected as a part of results evaluation provide feedback about how to improve the activities and services of a district's guidance program.

SOME FINAL POINTS

While program, personnel, and results evaluation are of primary concern of personnel at the district level, they also are of concern for educational leaders in the state and federal government, as well as for the leadership of professional counselor associations at the state and national levels. Leaders at all levels from various organizations must work together to develop effective and efficient instruments and procedures to conduct overall evaluation of school guidance programs. In addition, statewide and national studies need to be conducted to learn more about the impact of implemented guidance programs on students, parents, teachers, the school, and the community. An example of this kind of study was conducted in Missouri by Lapan, Gysbers, and Sun (1997). The abstract that follows provides a summary of the study and its findings:

> Relationships between the statewide implementations of comprehensive guidance programs and the school experiences of high school students were explored. Data from 22,964 students, attending 236 Missouri high schools, were analyzed using hierarchical linear modeling. Schools with more fully implemented model guidance programs had students who were more likely to report that they had earned higher grades, that their education was better preparing them for their future, that their school made more career and college information available to them, and that their school had a more positive climate. Positive program effects were found after removing differences due to school enrollment size, socioeconomic status, and percentage of minority students in attendance. Results highlight the important roles school counselors play in promoting the central educational goals of their schools and support a comprehensive guidance program focus for university counselor education faculty who train school counselors.

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CHAPTER 18

Developing and Implementing Comprehensive School Guidance Programs: Some Key Points to Remember

NORMAN C. GYSBERS

This book, through its presentations of 14 state and local school district guidance programs, provides concrete examples of comprehensive school guidance programs at work. Comprehensive guidance programs in large, medium-sized, and small districts are described in detail. As a result, this book is a source of ideas, resources, procedures, and inspiration to assist state and local guidance and administrative personnel to remodel and revitalize guidance in their schools. My intent in these next few final pages is to summarize and highlight key points that the contributors to this book identified as central to the development and full implementation of guidance programs in the schools.

POSITION TO PROGRAM

The change from position to program as the basic organizer for guidance in the schools represents a major paradigm shift for school counselors and administrators. The traditional organizer, the counselor-clinical-services model, featured the concept of position with specific attention to the role of the school counselor. The new organizer, the program concept as described in this book, emphasizes the work of school counselors in comprehensive guidance programs, features four program components and the guidance activities that are involved in each, and uses the program components to organize and allocate school counselor time to ensure a 100% program to fully serve all students in a district.

PROGRAM AXIOMS

The change from position to program as the basic organizer for guidance in the schools requires a clear understanding of the five basic axioms upon which rests the program concept for guidance:

First, guidance is a program. As a program, it has characteristics similar to other programs in education: (a) student competencies in such areas as self-knowledge and interpersonal relations, decision making and planning, and knowledge of life roles, life settings, and life events; (b) activities and processes to assist students to achieve competencies; (c) professionally certified personnel; (d) materials and resources.

Second, guidance programs are developmental and comprehensive. They are developmental in that guidance activities are organized sequentially K-12 and are conducted on a regular basis to assist all students to achieve guidance competencies. Guidance programs are comprehensive in that a full range of activities and services are provided, including assessment, information, counseling, consultation, referral, placement, follow-up, and follow-through.

Third, guidance programs focus on students attaining competencies. For many, the major focus of guidance programs remains the problems students have and the obstacles they face. While this emphasis will always be important, it is not the dominant emphasis. Too often attention focuses on what is wrong with students, not what is right. Obviously, student problems and the obstacles they face need to be identified and remediated, but they should not overshadow the existing or potential competencies of students. A major emphasis in guidance programs is helping students identify the competencies they already have and assisting them to develop new ones.

Fourth, guidance programs are built on a team approach. A comprehensive program of guidance is based on the assumption that all staff have guidance responsibilities, rather than the assumption that school counselors have all the responsibility for guidance. At the same time, it should be understood that professionally certified counselors are central to the program. They provide direct services to students, as well as working in consultative and collaborative relationships with other educators.

Fifth, guidance programs mandate articulation. A basic assumption underlying comprehensive guidance programs is that there are effective linkages among all grade levels, K-12. This means that there is program continuity, that activities begun in elementary school are continued, as appropriate, in the next grade levels. This means that the school counselors meet on a regular basis and work together to manage and further develop the school district's comprehensive guidance program.

PERSEVERANCE

The change from position to program requires perseverance. The writers of the chapters of this book have documented the importance of perseverance as a quality required of school counselors and administrators who are involved in the paradigm shift from position to program. Why perseverance? Because definitions of perseverance include such words as "steadfastness," "remaining constant in the face of obstacles or discouragement," "having continuing strength or patience in dealing with difficulty," and "adherence to a goal in face of opposition." Why perseverance? Because to accomplish the transition from position to program requires time—approximately three years or more in most school districts. Why perseverance? Because those who want to change must overcome the inertia of others and the resistance of those who want to maintain the status quo.

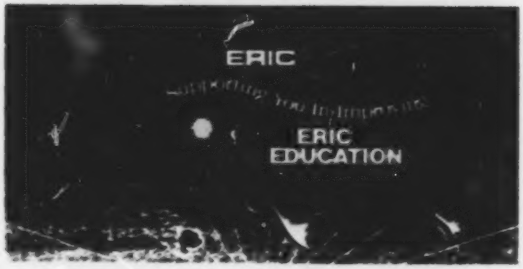
LEADERSHIP

Remodeling and revitalizing guidance programs in the schools, requires professional guidance leadership at the highest levels in state and local education agencies. Successful leaders must have, and maintain, the vision needed to help the guidance program succeed in its mission. Successful leaders must uphold the basic principles of the profession, must keep in touch with staff and those the program serves, and they must be able to manage change. Successful leaders must select good staff members and trust them to carry out their roles, and they must help them if they do not. Without leadership, guidance is often forgotten and, therefore, lacks continuity and consistency in its activities and services.

A STRONG MESSAGE

A comprehensive guidance program, by definition, leads to guidance activities for all students. It de-emphasizes administrative and clerical tasks, one-to-one counseling only, and limited accountability. It is proactive rather than reactive. For school counselors, there is a guidance program to implement; therefore, they are busy and unavailable for unrelated administrative and clerical duties. School counselors are expected to provide personal and crisis counseling, as well as provide structured guidance activities for all students.

Being involved in improving a guidance program may seem overwhelming, but the rewards are substantial. More pride in being a school counselor is evident. More support for guidance is generated because guidance is no longer seen as an ancillary support service. And perhaps most important—students, parents, teachers, administrators, and the community are served more effectively. These are the strong messages sent by school counselors and administrators who are using the comprehensive guidance program approach in their schools.



A Quick Guide to ERIC

ERIC, the Educational Resources Information Center, is celebrating 30 years of service to people dedicated to improving American education.

ERIC has hundreds of free resources to help you improve teaching, learning, parenting, and decision making.

You are invited to:

- ✔ Use this *Quick Guide* to learn how to use ERIC.
- ✔ Call toll free or send e-mail to talk with an education specialist about your education interests.
- ✔ Visit ERIC's home page on the Internet. It's fun, and it's free.
- ✔ Check your favorite library for ERIC resources.
- ✔ Copy this *Quick Guide* to share with colleagues.

"The ERIC database is a must for anyone working in education!"

Sharan Merriam
Professor, School of Leadership and Lifelong Learning
University of Georgia
Athens, Georgia

1-800-LET-ERIC (538-3742)
Web: http://www.aspensys.com/eric
E-mail: askeric@ericir.syr.edu

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What Can You Get From ERIC?

ERIC is celebrating 30 years of making the latest education information available to anyone who needs it:

- Teachers can use ERIC to improve their classrooms by exploring best practice ideas in areas such as cooperative learning, peer tutoring, and integrated curriculum. And of course, ERIC is an essential resource for graduate and undergraduate students requiring education-related information.
- Principals can turn to ERIC for practical information on topics such as how and why to implement block scheduling, how to ensure children's safety in school, and how to form partnerships with local businesses and community organizations.
- Parents can use ERIC to get overviews of current issues that may affect their child's education, such as performance assessment, full-day kindergarten, foreign language programs in the elementary grades, or college preparation for gifted children.

Accessible by phone, mail, modem, fax, or a visit to your local public or university library, ERIC was created in 1966 to capture federally funded education research and make copies available on paper or microfiche. Today, ERIC also provides information on CD-ROM and online. You can use ERIC to search the literature on virtually any education-related topic or get a brief summary of topics such as school violence prevention, exploring science with your child, the benefits of mixed-age grouping, or school-based management.

The ERIC System

Sponsored by the U.S. Department of Education's National Library of Education, the ERIC system consists of 16 ERIC Clearinghouses, several Adjunct Clearinghouses, and additional support components. ERIC Clearinghouses collect, abstract, and index education materials for the ERIC database; respond to thousands of requests for information; and produce special publications each year on current research, programs, and practices.

Publications Produced by ERIC

The ERIC system produces more than 250 special publications each year. These publications provide you with the latest research and practice information on current, high-interest topics. Clearinghouses produce free and low-cost publications, including brochures, newsletters, pamphlets, monograph series, bibliographies, journals, and digests.

The following is a sample of free and low-cost publications currently available from ERIC, organized by topic.

For information on how to get copies, call ACCESS ERIC at 1–800–LET–ERIC. To obtain electronic full text of the Digests, indicated by a (D), see the ERIC Digests box on page E3.

Assessment

Emerging Student Assessment Systems for School Reform (D)

Portfolios for Assessment and Instruction (D)

Questions To Ask When Evaluating Tests (D)

Understanding Achievement Tests

Early Childhood

A to Z: The Early Childhood Educator's Guide to the Internet

Full-Day Kindergarten Programs (D)

School Readiness and Children's Developmental Status (D)

Middle Schools

Gifted Learners and the Middle School: Problem or Promise? (D)

Making Mathematical Connections in Middle School (D)

Middle Level Education in Rural America (D)

Parent, Family, and Community Involvement in the Middle Grades (D)

Mixed-Age Grouping

The Benefits of Mixed-Aged Grouping (D)

Children at the Center: Implementing the Multiage Classroom

Implementing the Multiage Classroom (D)

Reading/Literacy

Teaching Literature by Women Authors

Workplace Literacy: Its Role in High Performance Organizations (D)

Writing Across the Social Studies Curriculum

School-to-Work Transition

School-to-Work Transition

SCANS and the New Vocationalism (D)

Community Colleges as Facilitators of School-to-Work (D)

Counseling Employment-Bound Youth

Technology

An Educator's Guide to Electronic Networking: Creating Virtual Communities

Electronic Portfolios: A New Idea in Assessment (D)

Infusing Technology Into Preservice Teacher Education (D)

Local Area Networks for K–12 Schools (D)

Violence Prevention/Conflict Resolution

Preparing Teachers for Conflict Resolution in the Schools (D)

School Violence Prevention (D)

The ERIC Review, a free journal produced by ACCESS ERIC, reports critical trends and issues in education as well as new ERIC system developments. Copies are still available of recent issues containing articles and resources on school-to-work transition and inclusive schools. To subscribe, call ACCESS ERIC at 1–800–LET–ERIC.

Reference and Referral Services

ERIC offers free reference and referral services to the public through its network of clearinghouses, ACCESS ERIC, and electronic question-answering services. Staff are available to provide ERIC publications, answer questions about ERIC, locate hard-to-find documents, and refer you to other appropriate information sources. It is best to call an ERIC Clearinghouse if you have subject-specific questions. (See ERIC Directory on page E8). You can call ACCESS ERIC (1–800–LET–ERIC) for help in using the ERIC system or for the latest information on electronic services.

The ERIC Database

At the heart of ERIC is the largest education database in the world—containing more than 900,000 bibliographic records of journal articles, research reports, curriculum and teaching guides, conference papers, and books. Each year approximately 30,000 new records are added. The ERIC database is available in many formats, including paper copy, CD-ROM, and online, and at hundreds of locations.

ERIC Digests

Each year ERIC Clearinghouses produce more than 200 ERIC Digests. These popular two-page research syntheses—now numbering more than 1,500—provide brief overviews of current education issues. Digest topics are determined largely by the questions most frequently asked of the 16 subject-specific ERIC Clearinghouses. Digests are often presented in question-answer format and always include additional resources for more information.

You can get copies of ERIC Digests:

- On CD-ROM versions of the ERIC database.
- From the ERIC Document Reproduction Service or any library that has the ERIC microfiche collection.
- On several Internet sites, including the Department of Education's site:

  Web: http://www.ed.gov/databases/ERIC_Digests/index/

  Gopher: gopher.ed.gov

  —> Educational Research, Improvement, and Statistics.../

  —> Educational Resources Information Center (ERIC)/

  —> Search the ERIC Digests/

ERIC DIGEST

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The ERIC Database: Search Tips

Wherever you choose to run a computer search of the ERIC database, the result of the search on your topic will be a standardized annotated bibliography; journals are indicated by EJ and documents by ED. To ensure that your search meets your needs, keep these important tips in mind:

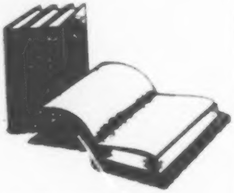
Decide Where To Search ERIC

You can search the ERIC database at hundreds of libraries around the world. Many of these libraries offer ERIC via online search vendors or CD-ROMs; some institutions purchase tapes of the database and make it available on their online public access catalogs. Several organizations allow public access to the database via the Internet. Although Internet access is appealing, keep in mind that these sites currently do not offer the *Thesaurus of ERIC Descriptors* and none contain the entire database dating from 1966. (For a list of public Internet access points to the ERIC database and step-by-step login instructions, send an e-mail message to ericdb@aspensys.com.) For help locating the best place for you to search ERIC, call 1–800–LET–ERIC.

Use the *Thesaurus of ERIC Descriptors*

Every one of the more than 900,000 abstracts of articles and documents in the ERIC database has been given subject indexing terms called ***descriptors***. Before you run an ERIC search, take a few minutes to find the ERIC descriptors that best capture your topic.

For example, articles and documents about the development of children's social skills would be indexed under the descriptor ***interpersonal competence***. The ERIC descriptor for children at risk is ***at risk persons***. When you search for information about high school students, you can use the descriptor ***high school students***, but you would miss a lot of material if you did not also use the descriptor ***secondary education***.



Locations that offer ERIC searches should have reference copies of the *Thesaurus of ERIC Descriptors*. Some search systems also allow you to access the *Thesaurus* while running your search.

Plan Your Search Strategy

To plan your ERIC search, follow these steps:

1. Write the topic in your own words.
2. Divide the search into major concepts.
3. Use the *Thesaurus of ERIC Descriptors* to locate the subject descriptors for each concept of the topic.

Although the kind of software used to search ERIC depends upon the system used, all searching is based on Boolean logic; the computer creates sets of information based on the way you tell it to combine subject terms.

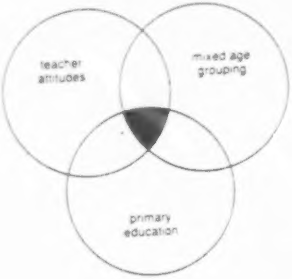
For example, to find out about teachers' attitudes toward multiage grouping of primary age students, you could use the *Thesaurus* to find these subject descriptors:

teacher attitudes

mixed age grouping

primary education

You want to find records that are indexed under *all three* of these concepts: ***teacher attitudes*** AND ***mixed age grouping*** AND ***primary education***. The diagram below illustrates that the AND command tells the computer to find the intersection of these three concept sets:



If *more* information on this topic is needed, use the *Thesaurus* to locate additional relevant descriptors and add them to your concept sets by using the OR operator.

If you need help planning your search strategy, call the ERIC Clearinghouse that covers your topic (see the ERIC Directory on page E8).

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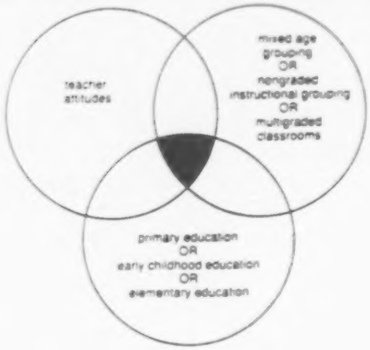
When the OR command is used, documents and articles indexed with either descriptor are searched and combined in a set:


teacher attitudes
mixed age grouping OR nongraded instructional grouping OR multigraded classrooms
primary education OR early childhood education OR elementary education

You can use the blank ERIC Search Worksheet below to plan your next ERIC search.

Search Strategy: What To Do . . .

If you get way too much, you can limit your search by:

Specifying publication type (for example, research or program descriptions)—this is also called document type.

Narrowing dates of publication—for example, request only those published in the past 2 years.

Limiting to major descriptors—most search systems allow you to target descriptors that capture the main focus of the document.

If you get way too little, you can expand your search by:

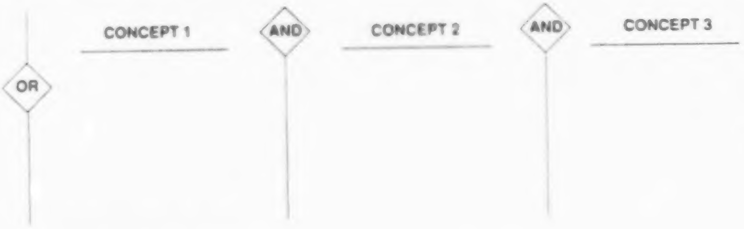
Adding more descriptors for each concept—look at the records retrieved in your search for additional relevant indexing terms.

Calling an ERIC Clearinghouse for advice—clearinghouse staff process and index the articles and documents and can often help you find what you're looking for.

ERIC Search Worksheet

Topic:

Concepts and Descriptors:


CONCEPT 1
AND
CONCEPT 2
AND
CONCEPT 3
OR

Additional Search Restrictions:

(for example, document types, educational level/age group, publication dates)

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ERIC on the 'Net

ERIC strives to provide easy and affordable access to education resources for a diverse, global audience. The Internet has been an ideal vehicle for expanding ERIC's availability to busy students, parents, and professionals.

E-mail

If you have an e-mail account, you can use it to communicate with ERIC Clearinghouses, order ERIC documents from the ERIC Document Reproduction Service (EDRS), or send a question to the award-winning AskERIC question-answering service. (See the ERIC Directory on page E8 for e-mail addresses.)

World Wide Web

The first ERIC site appeared on the Internet in 1992 when the ERIC Clearinghouse on Information & Technology introduced AskERIC—an electronic question-answering service and virtual library. Today there are 30 ERIC World Wide Web sites, all linked by one systemwide site run by ACCESS ERIC (http://www.aspensys.com/eric).

Users now turn to ERIC Internet sites *more than 300,000 times each week* to access resources, including:

- Hundreds of lesson plans
- A calendar of education-related conferences
- Full-text parent materials from a variety of organizations
- A test locator database
- Excerpts from ERIC Clearinghouse publications

Q&A [illegible]

AskERIC provides education information through a personalized question-answering service via e-mail. If you have a question about education or parenting, send an e-mail message to *askeric@ericir.syr.edu*. Within 48 hours you'll receive a response that may include the full text of an ERIC Digest, a list of relevant journal articles and documents from the ERIC database, or the names of listservs and Web sites related to your topic.

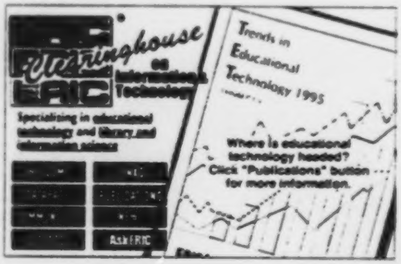
Sample ERIC Internet Tours

The quality of the ERIC Internet sites is indicated by the level of usage as well as the 23 awards they have received. Here are some quick sample tours of ERIC on the Internet:

A **reading teacher** might use ERIC on the 'Net by starting with the ERIC Clearinghouse on Reading, English, and Communication (http://www.indiana.edu/~eric_rec) where he would find exemplary lesson plans, an online magazine for parents and their children, and an invitation to join READPRO, an electronic discussion group for professionals.

A **school principal** could use the ERIC Clearinghouse on Educational Management (http://darkwing.uoregon.edu/~ericcem/home.html) to find the full text of brief ERIC Digests on work teams, block scheduling, and leadership. Before deciding whether to subscribe to the K12ADMIN listserv, she could browse through recent messages posted to that listserv using the AskERIC listserv archives (http://ericir.syr.edu/Virtual/; select Education Listserv Archive). If she's looking for alternatives to tracking and ability grouping, the Urban Education site offers a bibliography (http://eric-web.tc.columbia.edu/).

A **school board** member preparing for a meeting on improving student access to technology would be interested in the text of an *ERIC Review* issue on K–12 networking (http://www.aspensys.com/eric/ter; select *The ERIC Review* K–12 Computer Networking). Or the board member could order a copy of a recent publication from the ERIC Clearinghouse on Information & Technology (http://ericir.syr.edu/ithome).



Clearinghouse on Information & Technology
ERIC
Specializing in educational technology and library and information science
AskERIC
Trends in Educational Technology 1995
Where is educational technology headed? Click "Publications" button for more information.

A **graduate student** in early childhood education could run a search of the ERIC database on the project approach and order the most relevant documents from the ERIC Document Reproduction Service (http://edrs.com).

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A parent could check the National Parent Information Network (http://ericps.ed.uiuc.edu/npin/npinhome.html) for monthly parent news items (such as tips on how to help your children behave in the grocery store) as well as articles on assessment, the effects of video games, and parent involvement in schools.

NPIN
National Parent
Information Network
ERIC

To conduct your own tour of ERIC on the Internet, start with the ERIC systemwide site (http://www.aspensys.com/eric). The section called "Links to All ERIC Sites" includes links to all ERIC-sponsored Web and Gopher sites and allows you to send e-mail to ERIC Clearinghouses.

Coming Soon! ERIC Documents in Electronic Format

Soon Internet users will be able to obtain electronic full-text copies of ERIC documents, identified by ED and a publication number, from the EDRS site (http://edrs.com). EDRS is scanning most documents entered into the database since January 1996. Documents that were entered in the database prior to 1996 will be scanned and become part of the electronic collection as customers order them.

Other Frequently Asked Questions About ERIC

How can you submit publications to ERIC?

If you have recently authored a research report, program description or evaluation, literature review, teaching guide, conference paper, or other education-related work, you can make it permanently available and accessible to others through ERIC. Send one legible printed copy to the ERIC Clearinghouse that covers your topic or to the ERIC Processing and Reference Facility. (See addresses on page E8.)

Where can you get ERIC training materials?

If you're a teacher educator or can give a workshop or presentation to help spread the word about ERIC, you can receive additional materials for free from ACCESS ERIC. Call ACCESS ERIC at 1-800-LET-ERIC and ask about transparency masters, posters, bookmarks, and other handouts for training.

How can you get copies of documents and articles that are in the ERIC database?

Materials in the ERIC database with an ERIC document number (ED followed by six digits) can be found in more than 900 libraries that have ERIC microfiche collections (call 1-800-LET-ERIC for the location nearest you). You can also purchase microfiche or paper copies from EDRS. Fax and express mail service are offered, and you can use the EDRS Web site (http://edrs.com) to order online.

Records with an ERIC journal number (EJ followed by six digits) are journal articles that can be found in library periodical collections, through interlibrary loan, or from article reprint services such as UMI InfoStore (1-800-248-0360) or the Institute for Scientific Information (1-800-523-1850).

If you enjoy communicating via e-mail and want to be part of an ongoing discussion on a topic of interest to you, consider joining one or more ERIC-sponsored listservs. To subscribe to a listserv, send a message to: listserv@[address]. Leave the subject line blank. In the body of the message, type: subscribe [listservname firstname lastname]. More than 27 listservs are currently managed by ERIC Clearinghouses, including:

ECENET-L@postoffice.cso.uiuc.edu
Early childhood education

K12ADMIN@listserv.syr.edu
Elementary and secondary school administration

LM_NET@listserv.syr.edu
School library and media services

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About ERIC and ERIC/CASS

ERIC/CASS (originally ERIC/CAPS) was one of the original Clearinghouses which formed the Educational Resources Information Center (ERIC) in 1966. ERIC has since grown to be the world's largest educational data base with nearly one million entrees.

The ERIC system has as its mission to improve American education by increasing and facilitating the use of educational research and information on practice in the activities of learning, teaching, educational decision-making, and research, wherever and whenever these activities take place.

ERIC is made up of sixteen separate Clearinghouses, each of which has a specific focus. The ERIC Counseling & Student Services Clearinghouse (ERIC/CASS) has its major foci serving the needs and interests of care givers and helping specialists such as counselors, therapists, career specialists, etc., at all ages and educational levels and in all settings—school, college, government, business and private practice.

Our basic goal has been to improve decision making through increased access to information. More importantly, we strive through the many resources and services we offer, to empower our users to more fully realize their goals and —yes—their dreams as well!

ERIC Counseling and Student Services Clearinghouse

What is ERIC/CASS?

Located around the country, ERIC Clearinghouses are responsible for acquiring, processing, and disseminating information about a particular aspect or subject area of education, such as the ERIC Counseling and Student Services clearinghouse (ERIC/CASS, formerly ERIC Counseling and Personnel Services, ERIC/CAPS) at the University of North Carolina at Greensboro.

The ERIC Counseling and Student Services Clearinghouse (ERIC/CASS) was one of the original clearinghouses established in 1966 by Dr. Garry R. Walz at the University of Michigan and has been in continuous operation since that date. Its scope area includes school counseling, school social work, school psychology, mental health counseling, marriage and family counseling, career counseling, and student development, as well as parent, student, and teacher education in the human services area. Topics covered by ERIC/CASS include: the training, supervision, and continuing professional development of counseling' student services, student development, and human services professionals; counseling theories, methods, and practices; the roles of counselors, social workers, and psychologists in all educational settings at all educational levels; career planning and development; self-esteem and self-efficacy; marriage and family counseling; and mental health services to special populations such as substance abusers, pregnant teenagers, students at risk, public offenders, etc.

What can ERIC/CASS do for me?

1. We can help you find the information you need.

Whether we help you to use the print indexes, (RIE and CIJE), an on-line search service, or ERIC on CD-ROM, our expertise in retrieving information related to counseling and human services can help you locate a wealth of material related to your particular area of interest. You can learn more about ERIC/CASS services be telephoning CASS for further information.

2. We can provide you with high quality, low-cost resources.

Ranging from two-page information digests to in-depth monographs and books of readings, ERIC/CASS publications have proved to be highly valuable resources that you can use for your own personal or professional development. CASS video has proved to be extremely well-received because of its focus on topics of high interest, its "realist" flavor, and its low cost.

How do I contact ERIC/CASS?

Address:
ERIC Counseling and Student Services Clearinghouse
School of Education
University of North Carolina at Greensboro
Greensboro, NC 27412-5001

Phone: (919) 334-4114 Fax: (919) 334-4116
Website: http://www.uncg.edu/~ericcas2

ERIC/CASS exists to serve anyone who has a need to access information related to counseling and student services. We are funded by the U.S. Department of Education's Office of Educational Research and Improvement and the School of Education of the University of North Carolina at Greensboro. We encourage you to contact us with your questions and concerns. Our goal is to provide professional service and quality information to all users.

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ERIC/CASS Website

University of
North Carolina at
Greensboro
School of Education
201 Ferguson Building UNCG
Greensboro, NC 27412

http://www.uncg.edu/~ericcas2

One of the best sources of educational information is ERIC—the Educational Resources Information Center. An appropriate first step in gaining access to ERIC is to locate the ERIC/CASS Website and through it identify a multitude of educational resources. Numerous "hotlinks" to other databases and websites can also be reached through the ERIC/CASS Website.

Through ERIC/CASS, the U.S. Department of Education's extensive educational resources can be accessed as well as special services of the ERIC system (AskERIC, Access ERIC and other ERIC Clearinghouses). Among the specific resources available on the ERIC/CASS Website are:

- Search capability of the ERIC database through the U.S. Department of Education
- Information on forthcoming ERIC/CASS Listservs
- Full text ERIC/CASS Digests
- Information on forthcoming conferences and workshops
- Shopping mall of publications and resources

For more information on ERIC/CASS, call (910) 334-4114, FAX (910) 334-4116, e-mail: ericcas@hamlet.uncg.edu, or access the ERIC/CASS Homepage at:

http://www.uncg.edu/~ericcas2

Counseling and Student Services

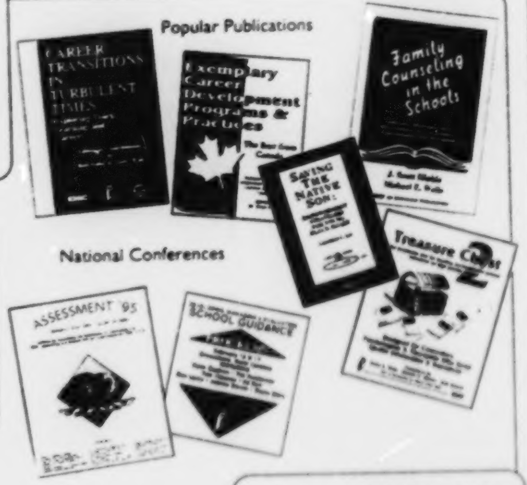
University of North Carolina at Greensboro, School of Education
201 Ferguson, Greensboro, NC 27412-5001
(800) 414-9769 ● (910) 334-4114 ● Fax: (910) 334-4116
E-mail: ericcas2@dewey.uncg.edu ● Web: http://www.uncg.edu/~ericcas2

ERIC Clearinghouse

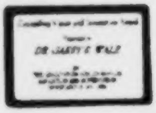
It all started here in 1966 at the University of Michigan

Popular Publications

National Conferences


CAREER TRANSITIONS IN TURBULENT TIMES
Exemplary Career Development Programs & Practices
Family Counseling in the Schools
Saving the Native Son:
Treasure Chest 2
ASSESSMENT '95
SCHOOL GUIDANCE

Web Site



One of the many awards received by the Clearinghouse and staff

and now in the School of Education, University of North Carolina at Greensboro

◆ *Improving Decision Making Through Increased Access to Information* ◆

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NETWORK WITH ERIC/CASS!

On a regular basis ERIC/CASS disseminates information about important topics to members of special interest and professional focus networks. Among the items distributed are newsletters, announcements of new products and resources, ERIC Digests, new releases, workshop and conference information, and updates on new developments in ERIC and information technology. If you are interested in becoming an ERIC/CASS Networker, please complete this form.

Name:

Preferred Title: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Dr.

Address: ______________________________

____

City: ____________ State: ____________ Zip: ____________

Phone Numbers:
Home: ____________ Office: ____________ FAX: ____________

Internet Address: ______________________________

Position: ____________ Level/Setting: ____________

_Counselor/Therapist
_School Psychologist
_Social Worker
_Counselor Educator
_School Psych. Educator
_Social Work Educator
_Administrator
_Student
_Other ____________

_ Elementary School
_ Middle/Junior High School
_ High School
_ K-12/District Office
_ Intermediate School Dist.
_ Junior/Community College
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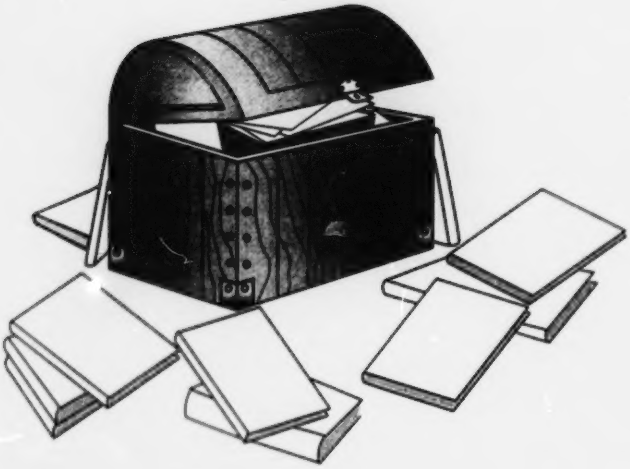

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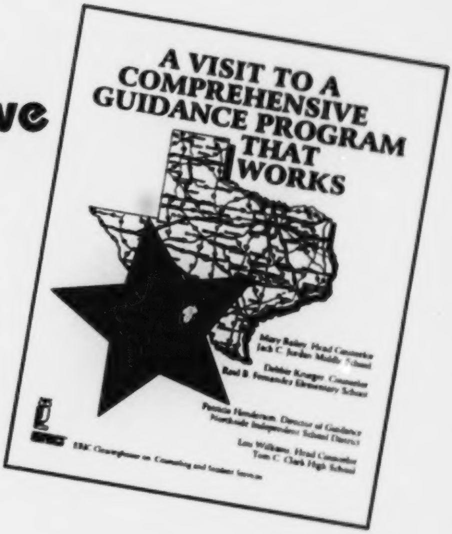

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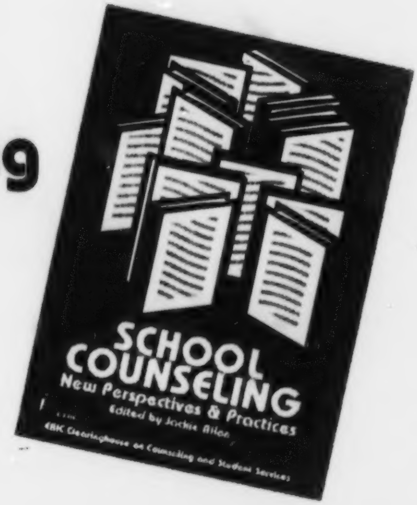
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